

GIRARD COLLEGE

PRESIDENT'S REPORT FOR 1938

Girard College, December 31, 1938

Board of Directors of City Trusts,

GENTLEMEN :

"In the four quarters of the globe who reads an American book?" asked Sidney Smith in 1820. Citing this question a friend of the writer began the composition of an annual report similar to this one by asking the pertinent question, "Who reads an annual report?" Yet it is not so much the reading as the writing of such a document that matters, for the latter imposes upon each department head the necessity of reflecting upon what has passed during the year and what it may be desirable to continue, extend, discontinue, or introduce.

The President of Princeton University in his report for 1937-1938 states that Princeton embarked upon that academic year "in a week of acute world crisis and our campus has not escaped the wave of nervous tension which every thoughtful person suffered during those eventful days and still must suffer. As one surveys the past year of University history against this background, there comes to mind the observation, so often made before yet meriting frequent repetition, that truth knows no national boundaries and that learning makes for understanding."

If anything, the gloom and nervous tension attending the first month of the school year 1938-1939 were more acute than at any time during the previous year. Had events taken a

different turn, this report might have been written at the end of 1938 in the middle of a world on fire. Yet this thought only adds emphasis to the observation quoted and also to the fact that great institutions nobly established survive the trials of the mankind they serve. Founded by a foreign-born American who first saw the light of a day a quarter of a century before our Revolution, and who financed the War of 1812 and risked his personal fortune upon its outcome, Girard College was opened during a minor war, lived through the Civil War, the Spanish-American War, and the World War, not to mention periods of economic stress and unrest, and has now completed ninety-one years of service.

Like other old schools and colleges, Girard can look somewhat objectively at the affairs of men, but it is far from being isolated. The writer feels that it is an advantage for the older boys of Girard to be near the center of a large city and to know urban life, since most of them come from towns and cities. They keep in touch with town and city life during vacations while they are with us, and later return to towns and cities when they are graduated. Girard is certainly not caught in a happy backwater, where "it can dream comfortably and long—until it wakes to discover that the river no longer runs by its door." Girard is in the midst of urban life and is preparing its boys for happy, intelligent, gainful careers in urban life.

Now it happens that urban life is far from static. Every decade finds it different. Nor will education be static if it is related to living. It is not the business of educators to be prophetic and prepare for life in 1960; nor are educators discharging their duty if they prepare boys for life in 1925 in the fashion of the finishing school that boasted that it tried to maintain the atmosphere of the eighteen-nineties.

In order to keep a large educational institution sanely in line with changes taking place in the surrounding world, its administration has to carry on what is virtually a continuous survey of the many phases of its work. If such a survey is to



THE MAIN ROAD LOOKING EAST FROM THE JUNIOR SCHOOL

be fruitful, some of its results may be followed by occasional controlled experimentation. Yet this experimentation must be conservative, for, as President Angell of Yale said, "almost any experienced scholar could propose changes in our procedure which, if one were free to start anew, would promise much better results than we now achieve; but, unless such changes have their roots well down in national and institutional history, they are not likely to exercise any considerable and enduring influence."

There are certain fundamental attributes of Girard College that are attributes of America, of this section of America, and of Girard College in particular; attributes that are part of our "national and institutional history." The continuous survey and the changes that it effects do not run afoul of these attributes.

Moreover, the continuous survey has the advantage of not producing a rigid "plan." It is very interesting to study our environment in 1938 and to plan the kind of institution the College will be in 1948. The smaller the mind, the greater the delight in looking ahead a decade and placing on paper an elaborate scheme for making things over. The amateur philosopher, or the amateur engineer in education, revels in setting down objectives for a school and in spinning an outline that shows how these objectives will gradually be realized over a period of ten years. But when the decade is ended, the philosopher finds that the world around his school is a different world and that some of his objectives have changed. We must smile when we look back to 1928 and reflect how useless a plan then conceived by an educational dreamer would have been in the decade just ending. The architect or engineer does not have to change his plan as he builds his structure, but the educator must modify preconceived notions constantly. The educator cannot be bound by a formal plan, for "plans in education are an effort to borrow the ideas of the engineer in a realm to which they are not well adapted;" they are "usually mechanical in design and

are imposed as alien elements upon foundations which they do not fit."

The school administration that conducts what is virtually a continuous survey does not fail to make plans for the future, but it stands ready to modify them. They are not rigid plans. The ever-changing curriculum serves as an example. With us curriculum revision is a more or less continuous process, sometimes dealing with a whole course of study throughout a department or a school, but more often embracing the content in a given subject for a grade or a school. Always it is a coöperative affair, conducted by a sizable group of teachers and the supervisors concerned, who work together, pooling ideas, changing arrangement, and seeking revelant and relevant findings.

In the end, the effectiveness of any plan or method depends upon personnel. When the writer visits a school or a college and endeavors to measure the success of the institution, he is less interested in published statements and outlines than he is in what kind of people are carrying on its work. Are they well trained? Have they broad professional experience? Do they seem to be genuinely interested in their students, and do they show enthusiasm in their work? Have they pride in the value and worth-while nature of their work? In other words, are they proud of their profession? Have they kept some interest in their own personal appearance and grooming? Do they give evidence of avoiding detachment from the world of affairs and from the world of culture? Have they advanced in the field of their special interest?

When an educational institution is staffed by men and women about whom one can generally answer these questions in the affirmative, one need not worry too much about curriculum and other problems, for they will probably be settled about as well as human beings can settle them. In this respect, Girard College is fortunate. It possesses a forward-looking, well-informed, competent staff.

THE STAFF

Changes in the staff that took place during the year are listed in Appendix A. It is a rather short list and this is gratifying. The small turnover in the Household Department is discussed in the appropriate section of this report. Under "Health Service" the resignation of Dr. Mershon as head of the Dental Clinic and the transfer of Dr. Stone to this position are referred to. With regret we saw two assistant dentists, Dr. Andrew Donath and Dr. George D. Hoagland, leave us because of their growing private practices. Dr. Hoagland, a Girard College alumnus, also accepted a teaching position in the Dental School of Temple University where he had received his own professional training.

The report of the President for 1937 referred to the great contribution that Mr. Frank D. Witherbee, formerly Superintendent of Admission and Discharge, had made to Girard College. His retirement this year, at the end of a leave of absence, and the taking over officially of his duties by Mr. S. Herman Macy, formerly Assistant Superintendent of Admission and Discharge, are formal confirmations of actions taken last year.

One teacher, Miss Roberta H. Hobbs, and one governess, Miss Della M. Adams, the latter because of ill health, left the service of the College with the good wishes of their associates. The Department of Romance Languages, following its reorganization occasioned by the death last year of Dr. Malcolm G. Wright, is making progress, and we are happy in the selection of Mr. J. S. F. Ruthrauff and Mr. Wilfred B. Wolcott, Jr. as members of the department. Ill health forced the retirement of Mr. Charles M. Cooper as head of the Print Shop. He had instituted the plan for handling the printing work for all the College departments and had devoted many hours of overtime to his efforts. The Print Shop is now in the capable hands of his former assistant, Mr. William C. Eldridge.

The members of the Board will be interested in the extraordinary record of Miss Mary Peoples, a teacher in the Elementary Schools, who began to teach in Girard College in November, 1891, when she was only nineteen years of age. As nearly as can be ascertained, she has not been absent since the winter of 1901, when she missed a month on account of severe illness. During 1900 she was absent for a number of weeks because of a serious attack of pneumonia. Aside from those occasioned by the observance of three family funerals, these are the only absences which can be located on her record. During her period of more than forty-six years as a teacher there is not a single instance of lateness. Her record of length of service will probably never be equaled by that of another faculty member. Miss Peoples will retire early next year.

On the evening of April 26 the High School Faculty Club held a dinner in honor of its thirteen members who had been connected with the College for twenty-five years or more. This is a notable period of service. Their names and the months and years of their appointments follow:

Mr. Joseph G. Simcock.....	February, 1900
Mr. Archibald Ralston	September, 1905
Mr. Benjamin Braim	September, 1907
Dr. Ralph L. Johnson	September, 1910
Mr. George C. Foust	March, 1911
Mr. Jacob Martin	September, 1911
General Robert M. Brookfield....	October, 1911
Miss Louise G. Sigmund	November, 1912
Dr. D. Montfort Melchior	February, 1913
Dr. David A. McIlhatten	February, 1913
Mr. Clyde I. Martin	February, 1913
Dr. William C. Dunlap	April, 1913
Mr. Benjamin F. Zimmerman	October, 1913

Despite the wear and tear upon nerves and physical strength, it is a privilege to associate with youth. As some-

one has said, such association, more than anything else, prevents one from getting old. There is an inspiration in guiding youth, whether in the home or the school, that finds itself recorded in the lines of Edwin Markham:

*"We are all blind until we see
That in the human plan
Nothing is worth the making if
It does not make the man.*

*"Why build these cities glorious
If a man unbuilted goes?
In vain we build the world unless
The builder also grows."*

Our staff is a professionally competent staff, and it receives recognition outside the College. During the year Washington and Jefferson College conferred the honorary degree of Doctor of Science upon Mr. David A. McIlhatten, head of our Department of Mathematics and author of textbooks in that field, who, like Mr. Robert T. Anderson, the Assistant Chief Engineer, is a part-time member of the Drexel Institute faculty. Another member of the Department of Mathematics, Mr. Karl R. Friedmann, is engaged in high school survey work in the State of Pennsylvania under the Coöperative Study for the Evaluation of Secondary School Standards. The part-time psychiatrist in the Department of Student Personnel, Dr. Lauren H. Smith, was appointed physician-in-chief and administrator of the Pennsylvania Hospital's Department of Mental and Nervous Diseases, as well as director of the hospital's Institute for Mental Hygiene. The Director of the Department of Student Personnel, Dr. Edward M. Twitmyer, serves as Secretary-treasurer and general executive officer of the Eastern Association of College Deans and Advisers of Men, and, like a number of the members of the staff who are called upon by other institutions and organizations, gave talks, twenty-two of them, to groups outside the College during the year. Most talks given outside by

our staff members have been in the fields of their special interests, in which they are recognized as experts, but many have been devoted to the College itself. Mr. Owen D. Evans, Superintendent of the Mechanical School, has served for several years on his local suburban school board, and Dr. D. Montfort Melchior, Supervisor of High School Instruction, who held a similar post for many years in his community, was honored this year by appointment to the Public Assistance Board of Delaware County. Mr. William Jamison, the Business Manager, continues to lecture on purchasing in the Naval Finance and Supply School once each year.

There is a growing recognition of the worth of our staff beyond the walls of the College. The work that Dr. Andrew J. Stewart has been doing in connection with the Cultural Olympics, the outstanding achievements of Mr. Henry V. Andrews in preparing boys for appearance in various public functions, Dr. Morris Wolf's associate editorship of one of our social studies magazines, Mr. Charles E. Bowman's activities as an officer in the Eastern Commercial Teachers' Association—all these are noteworthy. The faculty is certainly more active professionally than ever before, and there is obvious interest in self-improvement. The latter takes several forms, one being the pursuit of either undergraduate or graduate professional courses. More of our staff also took an active interest in the work of the local Private School Teachers' Association, a group with which we have hitherto had merely a nominal connection. To the educational, religious, and social life of their communities a very large number of our staff are making distinct contributions. Within the last year we had more teachers attend local educational meetings than at any other time in the history of the College. Teachers singly or in small groups have visited other schools, have attended regional, state and national education conventions, and have discussed their experiences with fellow teachers.

In the Elementary Schools the regular general faculty

meetings, and the smaller school, group, and departmental meetings, as conducted by the Assistant Supervisor and the Supervising Principal, aim to stimulate professional reading and discussion of pertinent problems like remedial work, visual education, subject-matter content, method, and guidance.

The work of the Elementary Schools has also been recognized in various ways by outside agencies. At the Progressive Education Association sectional meeting, at Temple University, and at Schoolmen's Week and the Cultural Olympics of the University of Pennsylvania, the Elementary Schools either took part in the program or won commendation for demonstrative performances. Four teachers, Miss Ethel M. Duncan, Miss Margaret K. Messick, Miss Muriel Post, and Miss Pauline Ranck, have had articles accepted for publication by national periodicals. The supervisors of the department and several teachers have given talks on professional topics before local groups of teachers or supervisors.

More important than mere recognition, of course, is the fact that these interests have stimulated the teachers' enthusiasm for their work. It is short-sighted to imagine that a task is best performed by never looking away from it to see how others are performing similar tasks, or that we are doing our full duty when we make no effort to pass along to fellow workers elsewhere what we have learned by careful study of our own tasks.

We feel certain, moreover, that we have never been in such close touch with the individual status and progress of the Girard College boy. School and Household staffs are closer than ever before in working out solutions to problems presented by the school progress and behavior of our boys. All of this augurs well for the future.

HOUSEHOLD

In his report for the year the Superintendent of Household recalls that President William DeWitt Hyde wrote a book many years ago which dealt with the training of youth and that in its introduction he stated frankly that the book should be kept out of the boy's reach, for it described the stages through which the normal boy should pass, all unconscious that those stages exist, in his life from boyhood to manhood. Between two extreme theories of boy training President Hyde recognized a middle ground which is indicated in a brief paragraph: "Between the doctrine of 'spare the rod and spoil the child' on the one hand and the doctrine of infant free will on the other, there is room for a training which shall be firm without harshness and kind without sentimentality." This sharp distinction is drawn between the training our forefathers knew and the opposite extreme which is said to prevail in the homes of many families today.

The intimate history of the College may show that there was a time when its training and education were enforced by a system of discipline that was strict and severe. No evidence exists that its staff was ever governed by a belief in youthful free will. The two extreme theories of boy training and discipline are therefore of only passing interest to us now. Today the training which the College seeks to give occupies the middle ground, which is characterized by firmness without harshness and kindness without sentimentality.

Such training not only has a profound influence on the lives of boys, but it also emphasizes the importance of the wise selection of those who are to be their leaders in the College family community—the housemasters and governesses who live with and direct them in their home relationships. With a high standard applied in the selection of housemasters and governesses, several changes in the staff every year seem inevitable. For the last ten years the number of changes in the staff has been nearly ten a year. During the year just

passed only one housemaster and two governesses, one by retirement because of ill health, left the service of the Household. This is the smallest number of withdrawals in ten years. Just what influences operated to keep the number of changes last year so low cannot be determined with certainty. There are several possible reasons, among them a revision of the schedule effected for his staff by the Superintendent of Household.

No important structural changes were made during the year in the buildings in which the boys live, although improvements were made in the appointments to render them more comfortable and attractive. Pictures were hung on the walls of the living rooms in Allen Hall. New floor coverings were laid in the first floor corridors in Mariner and Merchant Halls, replacing the drabness of the wood floors with a pleasing color. The two north section rooms in Lafayette Hall were completely refurnished, the much worn solid oak tables and chairs being replaced by comfortable arm chairs, seats, and benches, and rugs were spread on the bare floors. For the living rooms of Lafayette Hall, and the four houses immediately above it, the sewing group in the Department of Domestic Economy made draperies which are to be suspended on "gate cranes" made by the boys in the Mechanical School. Small rooms in Banker and Merchant Halls were set apart for the Senior-one boys in these buildings. To some these improvements may seem unimportant, but they actually have a great influence on the lives of the boys. To more refined appointments the boys respond with more refined behavior. In a pleasing environment it is easier to teach good manners and proper deportment.

An unfortunate condition exists in the Good Friends Building which reorganization of supervision and improvement of method have helped but cannot cure. When the building was put into use in 1886 forty boys were assigned to each section room and that arrangement has continued to this day. Recent changes, especially the admission to the

College of additional boys in 1931, have emphasized the problem of lack of space in the living rooms. The percentage of older boys was thereby increased, although the space per capita was much less than that allowed for the much smaller boys in the Junior School. Further study will be given to this problem looking towards its solution without change in the physical plant.

A new arrangement of designating sections below the upper houses has been adopted. This avoids the previous duplication of letters and assigns the lowest section numbers to the lowest age groups. The youngest boys are still assigned to A, B, C, D, E, and F but without the designation "House," while sections 1 to 27 inclusive are arranged systematically through the Junior School Building, the Good Friends Building, and Lafayette Hall.

This was the first complete year in which sophomores were allowed the same pass privileges on holidays and week-ends as the juniors and seniors. It was a successful experiment and we are gratified that this younger group of boys has deserved the continuance of the privileges.

As was expected, advantages were apparent during the year in having the work in the Junior School and House Group under the supervision of one Senior Housemaster. Mr. Malcolm J. Nicholson by interest, education, and fourteen years' experience is peculiarly fitted to appreciate and provide for the needs of younger boys. At the Senior Housemaster's suggestion modifications and adjustments were made in the program for the Junior School and House Group, which effected a happier life for the boys and the staff of both units. Both groups, for instance, profited by the arrangement for the boys of the House Group to remain in their own quarters during the summer vacation. Boys of the House Group spent a much more comfortable summer than was possible when they were sent to the Junior School in July and August. In the same degree the latter building

was relieved of a crowded condition. The boys of the House Group used the playground wading pool again.

During holidays and vacations there is the opportunity for members of the Household Department to deal with much smaller groups than at other times. As the number of boys in the groups is reduced, attention to their individual needs increases, and a relationship is established which we wish might exist the entire year.

HOUSEHOLD HOBBIES AND ACTIVITIES

It has been said that what boys do when they have nothing to do is of vast importance. A minor educational philosopher years ago made the observation that "when we do what we like to do, because we like to do it, we show what we care for more completely than at any other time." The assumption here seems to be that all people are likely to be doing something in their leisure time. So it is with most boys at the College. Their free time, the time they call their own, is likely to be devoted to reading, indoor games, hobby work, or athletics. There should always be time for thinking, musing, or playing, and there are few routines or schedules which govern youth that do not admit ample time for emotional, mental, or physical outlets.

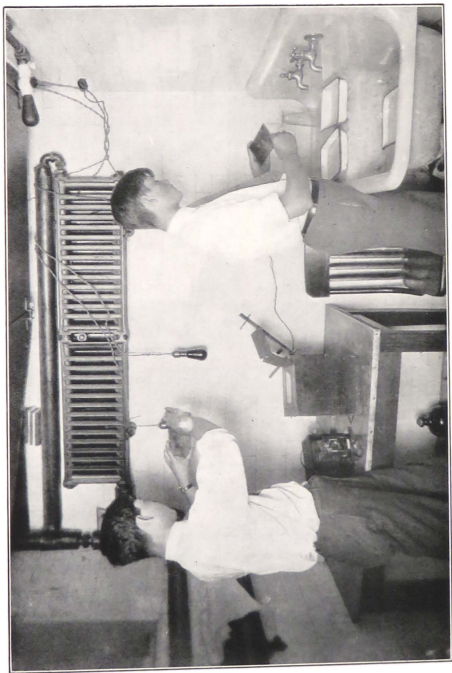
During the year the reading of books, newspapers, and magazines occupied more boys for a longer time indoors than any other single interest. The house and section libraries were supplemented by loan collections from the main Library. This method of providing books for recreative reading has become so satisfactory that in the future books for this purpose will be chosen, purchased, and distributed at regular intervals by the Librarian. This arrangement makes it possible to have at hand some of the new and popular books which, when they have been ~~read~~ in one house or section, may be recalled and sent to another. The more frequent choice of books and their circulation in-

sure fresh reading material and cause a book to serve the needs of more readers than when it was added to and kept in the library of a single house or section.

In two of the upper buildings house newspapers have made their appearance at irregular intervals during the last year. They consist of one, or at the most two, mimeographed sheets and report athletic activities and other matters in which the residents of each Hall are particularly interested. They are created by the boys for the boys with little supervision. Boys gather the news, print the paper, and distribute it among their housemates. In content and in appearance the papers are not impressive, but the spirit in which the work is done, and the difficulties that must be overcome before an issue is completed furnish another example of the fact that the creating procedure is often more valuable than the thing produced.

The introduction of men as housemasters to replace governesses in Lafayette Hall made it possible to vary the recreational pursuits of its boys and the boys in the upper sections of Good Friends Building. Plans are now being carried out to provide facilities for the production of photographs which the boys take of scenes and activities about the grounds. The shop area for hobby work has been doubled and additional hand tools and construction materials have been supplied. These are an invaluable aid in giving outlet to the energies of these active boys. Organized athletic games and contests have been increased, and it is reported that the boys in Lafayette Hall and those immediately below took part in no less than three hundred such contests last year. In these the boys took part not only as players but as captains, managers, scorers and referees. These games were played according to the rules, and good sportsmanship prevailed here as elsewhere in the College.

The Boy Scout organization in Lafayette Hall and in Good Friends Building has been extended and now includes nearly a hundred boys who are selected, trained, and super-



TWO CAMERA CLUB MEMBERS

vised by two of the housemasters. Groups of boys have been assembled for informal music and dramatics, which take their natural place in the programs for assemblies held frequently on Saturday evenings in the auditorium of the Junior School. In these and many other respects the introduction of housemasters in Lafayette has given a stimulus to the work with boys of the first year High School and the seventh grade.

The interest in hobby work last year was increased greatly in preparation for a public exhibition held on December second, which was called Student Activities Night. Work done by the boys in the School, Household, and Boy Scout Troops was on display in great variety. Forty tables were required to display the products of the dormitory groups, and the mere enumeration of the exhibits below gives an inadequate idea of the number of articles and the skill with which they were produced:

Allen Hall—Sketches, photographs, coin collections;

Bordeaux Hall—Wood carvings, electrical devices, stamp collections;

Mariner Hall—Radio sets, cabinetry, miniature furniture;

Merchant Hall—Beadwork, clay models, basketry;

Banker Hall—Airplane and building models, soap sculpture;

Lafayette Hall and Good Friends Building—Red Cross exhibit, beadwork, drawings.

These are only a few of the things boys do when they may do just what they wish. They indicate clearly enough what boys care for. Whether these avocational interests, efforts, and skills can be made to contribute to a happy and useful life in the future is a question that the individual must answer for himself. Educators believe that they will. Among the boys at the College we know that hobbies have served to awaken sleeping spirits, quicken the indolent, steady the

weak, and encourage the eager. Who shall say that they have not accomplished a good work?

The work with the boys in the Junior School building followed lines established in previous years. Many of them are old enough to enjoy hobby and construction projects, and their interests are served by the workshop and its equipment of small tools. They were trained in short plays by the governesses who helped present them before the entire group in the school auditorium. A half-dozen such plays were given during the year. Boys accompanied by governesses went to nearby stores or to the department stores at Christmas time. In the spring and summer, groups took lunches and spent Saturdays at the Zoological Gardens or in the Park. The boys of the House Group, the youngest in the College, range in age from six to eight years. They constitute a natural grouping and get along much better apart from the older boys. Their interests are individual, and organized games and sports have little attraction for them. But many of the boys of the Junior School in the Fifth Grade find that in their play the beginning of organization and competition is always present.

Old-fashioned chores are important for all children, and parents who do not plan them for their offspring are passing up a real opportunity for training within the home. At Girard this opportunity is not passed up. There are many ways by which the Girard College boy is made aware that the maintenance of the College requires thought and care and that it does not "just happen." The repairs made on College equipment by boys in the shops, and the "self-help" plan in force in the houses, where much of the maintenance is carried on by the members themselves, are examples of this fact. The boys working under the Industrial Supervisors constitute still another group which is concerned primarily with this problem. There are some areas where neither the workers in the "self-help" division nor the boys in the shops can efficiently be called on for service. The Industrial Super-

visors' squads form an auxiliary group which has on its program the cleaning of swimming pool and locker room, much of the raking of leaves, the cutting of grass, the shoveling of snow, and a large part of the cleaning of Founder's Hall. This work not only provides for participation in the direct maintenance of the College but it also furnishes teaching and guidance possibilities which are not unimportant.

The preparation of the second floor of Founder's Hall for a dance, and putting it in order again after the party is over, furnish an opportunity to acquaint boys with the fact that even pleasure needs advance thought and work and that often when the fun is over there is still work to be done. A well-kept lawn is a thing of beauty while a rubbish-littered lot is never less than an eyesore. Situations are constantly arising where the teaching of practical hygiene is possible, and the Industrial Supervisors attempt to utilize these situations in as many helpful ways as possible. The work in this field is important; and while the results are not spectacular or readily evaluated, nevertheless, some of the lessons learned may be fully as practical, as valuable, and as lasting as those learned in other fields.

RECREATION AND PHYSICAL EDUCATION

In the classes of the High School a small number of boys who, because of conflicting schedules, timidity, or retarded motor skills, seldom participate in athletics were sought out by class sponsors and encouraged to concentrate on one or more athletic activities or hobbies. In many cases the responses were satisfactory, and frequently the resulting performances in track, swimming, and gymnastic events were of high order. This plan constitutes a type of guidance which is bringing about positive results to the everlasting encouragement and benefit of both sponsor and student.

The boys of the first six grades were given a regular program of recreation and physical education with special

emphasis upon the improvement of posture combined with a development of the motor skills incident to big muscle activity. Much has been made of color contests and large group competitions, while the development of health, teamwork, and sportsmanship came in for considerable emphasis. This special instruction was augmented greatly by the recreation programs carried on by household officers after school hours and on Saturdays.

Intramural athletics continue to be popular. The sports engaged in are swimming, baseball, track, gymnastics, rabbit-ball, volley ball, tag football, basketball, soccer, and tennis. Victories have been well distributed among the houses. Tennis was added this year and several tournaments were held. A large part of the tennis schedule was played in the Armory because of a lack of outdoor courts, yet the interest has increased to a point where it seems likely that the game will be played as a part of the regular interhouse athletic program. Field hockey is being introduced in the same way and has already been accepted for interhouse competition for the current season. Each house has from one to four teams in each sport.

The varsity athletic teams played 58 games, won 32, tied 3, and lost 23. This showing is a substantial improvement over that of the previous year when our teams lost 28, won 28, and tied 2. The results this year were secured without any sacrifice of scholarship or citizenship, and without an undue amount of practice. The teams with which athletic relations exist represent some of the best preparatory and high schools in our vicinity, in addition to some college freshmen teams. The list of schools with which we had athletic relations is substantially the same as that given in the President's Report for 1937. A summary of the results in interscholastic sports appears as Appendix C.

During the past year the work in corrective gymnastics has gone steadily forward. The number of boys needing this help has increased slightly owing to a more searching physi-

cal examination and an attempt to extend this service to cases where there is a probability that physical irregularities may appear. Emphasis is being placed not only upon the correction of ailments but also upon their prevention. One of the most widely spread types of physical impairment is foot disability. The Teacher of Corrective Gymnastics has served as an aid to the Director of Health Service during the annual physical examinations, in which special attention has been given to the detection of foot disorders. During the year Mr. Diament has had under treatment 691 cases of physical irregularities of various types, of which 144 have been discharged as cured. From Monday to Friday inclusive the southeast corner of the basement of the Armory is used for anthropometric work carried on during the boys' recreation periods. It is estimated that on each one of these five days 80 boys of all classes and ages use the room for this purpose. The work is well done. Moreover, we feel that the incidence of these difficulties is smaller than it is outside the College, where they usually go unnoticed, and that we are in a position to handle them much better than most schools.

The development of the lecture and entertainment series has proceeded toward the objective of parallel programs for older and younger boys in order that the needs of each group may be more suitably met. This arrangement has proved its worth and merits continued promotion. The same general plan has been followed in regard to motion picture entertainments, and pictures proving unsuitable to the limited maturity of the younger boys have been replaced by more acceptable ones or by some other form of amusement. Several good plays have been developed in the Good Friends and Junior School groups resulting in pleasure and enjoyment for both players and audience. So much good entertainment material is now available that the preparation of entertainment programs is less difficult than formerly. The list of lectures and entertainments for the calendar year 1938, not including motion pictures, appears as Appendix B.

BOY SCOUT ACTIVITY

Last year there were 198 Scouts in the College while at the present time there is an enrollment of 310. The increase is gratifying and indicates that this service is being extended to a wider circle of boys. A division of the Girard College Scout Troop 400 was established in Good Friends Building under the direction of Mr. Fretz. This division brings Scouting to an enthusiastic group of early scouting age, and the groundwork and preparation covered will be of value not only immediately but later on. This group, like the group in Lafayette Hall, is directed by housemasters, and it is their opinion that the activity constitutes an invaluable opportunity for guidance, which is already becoming a strong influence in the houses concerned.

The Scout divisions for the older boys are giving good account of themselves and now constitute strong activity groups in each hall. Their contribution to the exhibits of hobby work and leisure time employment on Activities Night was considerable. It indicated a wholesome development. Scheduled hikes are taken by these boys frequently throughout the year, and the overnight hike to Camp Hart early in the season was one of the highlights of this phase of the program.

One of the rooms on the first floor of Founder's Hall was set apart as a Scout museum and workshop. It will do much to further the work in the merit badge activities as it provides a place where projects and activities of a more intricate and complicated design may be carried on with increased likelihood of successful completion.

When Bobby Jones, one of the greatest and most publicized golfers of all time, was asked to give his formula for winning tournaments, he replied that he played against the score rather than against the opponent. In that way he got the satisfaction of individual accomplishment without lessening the pleasure of the game or causing unpleasant relations to develop between himself and the other contestants. An

attempt is being made to interest Scouts in competing with themselves rather than with each other or with other troops, and the success of this program is indicated by the substantial increase in the number of merit badges earned. Appendix D provides a tabulation of enrollment and accomplishment of the Troop for the past five years.

THE FIRST ACTIVITIES NIGHT

To Mr. Henry V. Andrews, Teacher of Oral Expression and Dramatics, goes the credit for both the idea and the supervision of the first Activities Night that Girard College has enjoyed. It was held on December second, and replaced the outmoded Declamation Contest which previously was a part of our program of lectures and entertainments. In an earlier day when the outlets for a boy's energy and creative activity were few the Declamation Contest had a place; but gradually it became something that was uninteresting, time-consuming, of small value to the few individuals concerned, and of decreasing value to the school as a whole. Activities Night, however, proved strikingly different. As the Supervisor of High School Instruction commented: "The originality shown, the variety of interests evident, the talent demonstrated, all indicated the latent possibilities that are right here in the College. I feel quite safe in saying that the College never undertook anything which called forth as quick and as effective a response as did this Activities Night. Before it was over, the show almost ran away with the producers! What a contrast in interest, enthusiasm, and pride to the old Declamation Contest!"

The program presented in the High School Auditorium included an organ prelude played by one of the students; a dramatic performance by the Social Studies Club assisted by the Dramatic Club, entitled "Napoleon, 19th Century Dictator"; a demonstration in free-hand drawing by members of the Art Club; an exhibition in tumbling, side horse, and parallel bars by members of the gymnastic team; the singing

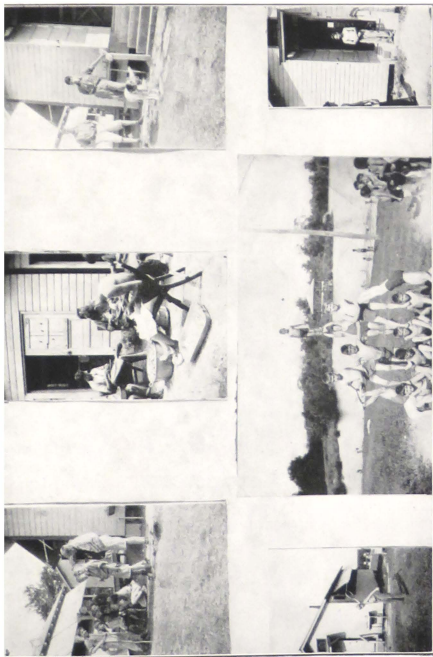
of songs of other lands by foreign language students; experiments in chemistry by members of the Chemistry Club; some musical numbers played by the Music Club; and a Camera Club movie entitled "A Day at Girard."

In addition to the formal program the corridors and classrooms of the High School Building contained exhibits of the products of the shops, classrooms, hobbies, voluntary activities, and art interests of the boys. Invited guests, alumni, staff members, and even the boys themselves were surprised by the range of activities represented and by the extent, beauty, quality and variety of the articles and activities shown. The Manual Arts shops and those of the Mechanical School had a happy and busy experience in preparing their own exhibits and giving service to other departments. The participation in this exhibit of the dormitory houses is referred to in the section of this report entitled "Household Hobbies and Activities." The instruction departments of the High School and the Elementary Schools coöperated, and clubs, such as the Naturalist Club, the Camera Club, the Art Club, the Journalist Club, and the Literary Club, in addition to others already mentioned, were well represented.

Our boys and our staff vote to place Activities Night on our regular calendar of annual events. Next year the formal program will probably present activities not on the program this year.

THE SUMMER CAMP

An educator recently stated in an editorial: "In all probability the educationist of the year 2000 A. D. will look back upon us and wonder why we, the school people of 1938, failed to include the camp as an integral unit of our educational system." Another writer referred to camping as "essentially an educational enterprise," and reminded us that "President Eliot of Harvard has termed camping the unique contribution of America to education. The public has come to think of camping as educational, and there is evidence that campers



I. GIRARD COLLEGE CAMP SCENES—BOYS' SNAP- SHOTS

are increasingly thinking of it in terms of satisfactions and personal growth."

The Girard College Camp in the Pocono Mountains was opened several years ago in order to provide a more varied program for boys who would otherwise remain at the College during the summer vacation. In 1934, when the tent unit was added, six hundred and ninety-two boys were provided for, and in the last three years the average attendance has been well over seven hundred for the season. This year the boys went to Camp in three age groups as in previous years and each group had an outing of twenty-five days.

The Camp throughout its existence has been under the able supervision of Mr. Archibald Ralston, Senior Playground Teacher at the College. He was assisted this summer by a competent staff of councilors whose names are presented in Appendix E. The boys at the Camp enjoyed good health, and they had exceptionally good medical supervision this year under Dr. Lewis H. Armentrout.

The Camp program varies somewhat from year to year to insure the interest of the boys who attend several seasons in succession. This year a visiting day was set apart for the mothers and friends of each group of campers, and on the three Sunday visiting days an average of one hundred relatives and friends went to see the boys.

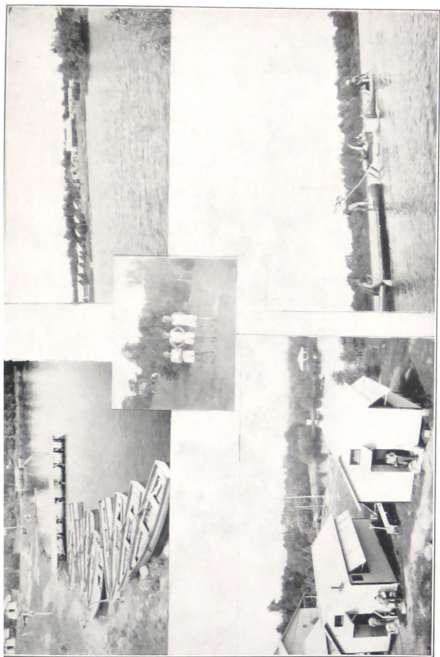
A soft ball competition was arranged with the boys of neighboring camps, and the results indicated that honors were about evenly divided. A band was organized and a newspaper was produced by the boys in the older groups. The daily program included a morning assembly for prayers and a period for games or other activities of the boy's own choosing: tennis, badminton, ping pong, archery, Zell ball, rabbit ball, volleyball, fishing, boating, wood and bead working, and nature study. A swimming hour for all campers preceded the midday meal which was followed by a rest hour. Organized trips over the hills and through the woods were the chief afternoon diversion followed by another swimming

period in the cool of the day. Supper and a campfire assembly brought the day to a close.

The summer vacation, two-thirds of which some six hundred and fifty boys spend at the College, still presents perplexing problems. The play school and the summer classes serve the needs of the boys of the Elementary School age. It is the large group of High School boys that presents the problem. In the summer of 1938 one hundred and sixty-three boys were required to remain six weeks for study to remove one or more scholastic deficiencies. Many of these boys went home or to Camp at the end of the summer classes. The boys of high school age who remained at the College, and who had no school work to make up, one hundred and forty-two in number, had too much leisure. They worked when work could be found for them, and used the playgrounds, pool, and Library until they went to Camp. It was agreed by all who saw these boys that what they needed was a reasonable work program. Unfortunately such a program cannot be devised for them at the College. We look forward to the time when it will be possible to send all High School boys to the Camp and provide for them there a construction program which will be an immediate benefit by keeping them busy at useful work contributing to the good of future users of the Camp property. This plan was referred to at length in the President's Report for 1937.

THE ELEMENTARY SCHOOLS

It has been frequently said that insufficient attention is given by educators and the world at large to elementary education. But within the last decade elementary education has been the object of increasing study, and new techniques have been evolved. These have most frequently centered in the child himself and his self-expression and activity while he is learning, rather than simply on the close attention to textbook material. It is somewhat paradoxical, but true, that in much of what the young child does "an indirect ap-



II. GIRARD COLLEGE CAMP SCENES—BOYS' SNAPSHOTS

proach to learning is the shortest way around," and that welcoming the youngster's own contributions and ideas results in better and more original thinking and in deeper learning. This philosophy has been carried to excess in the hands of some educators and has made many others cautious and fearful lest activities be engaged in for their own sake rather than for the cultivation of fundamentals. Educational exhibitionism must be avoided.

Yet we are sure that with a sanely progressive program we can improve our work. It is upon the development of such a program that Mr. E. Newbold Cooper, the Supervising Principal of Elementary Schools, and his able Assistant Supervisor, Miss Ethel A. Sipple, have been engaged. The establishment last year of the Library-laboratory in the Middle School as a part of this plan was a step forward. However, the development of the plan in the hands of Mr. Cooper and Miss Sipple depends upon what goes on in the classrooms and the type of teachers that we engage. Such teachers must be broad both in training and in experience. Their professional experience must be satisfactory but they must also be persons who read, go places, see things, and appreciate aesthetic values. Individuals of this type are not common, nor are they willing to remain long in a position where equipment and salary are poor. We believe that we have good equipment and good salaries in the Elementary Schools. It is therefore an important task, as vacancies occur, to find the right teachers wherever they may be located.

Educational reform, like political, economic, and social reform, is likely to be carried too far in a given period of time. Yet it cannot be denied that the progressive movement has made important contributions to modern child-training. The elementary schools of the College are in a somewhat happy position, largely because they have been in the forefront of the van, rather than in the position of scouts. They have always stressed the mastery of fundamentals, and this means thorough, painstaking teaching.

Now, when many of the most radical educators are beginning to re-emphasize the need for a child's knowing how to read, add, subtract, and spell, we do not have to go back, for our schools have never lost sight of emphasizing these fundamentals. Similarly, we see larger progressive schools re-establishing the authority of the teacher in the classroom, but we have never sacrificed it. Russian education went through this experience and now serves as an example of failure in this kind of educational experimentation. We believe in the point of view that a curriculum is never finished or static, and our own curriculum needs revision, but at least we have one which is clear and definite, and the result of coöperative teacher-supervisor planning. Not a term passes without subjecting some part of it to careful scrutiny. During 1938 the Nature Study Course was completely rewritten in the Junior School, and a different alignment of subjects was set up for the Junior High School. Before the end of the present school year, nature study, general language, and social studies in the Junior High School will be revised, and a course in personal guidance will be added.

It is not economical for an administrator to take time from actual supervision and spend it upon routine matters. Prior to the death of Miss A. Elizabeth Suplee, Assistant Supervisor of the Elementary Schools, there were two such Assistant Supervisors. As a depression measure no successor to Miss Suplee was appointed, and the Supervising Principal and the remaining Assistant Supervisor carried on very effectively. There was a good bit of routine work, however, which in any case should have been handled by a clerical employee. The addition of a clerical assistant this year has greatly aided the administration of the Elementary Schools.

Educational testing is coming of age. After two decades of experimentation and research, it is now deservedly recognized. No longer is it regarded as the panacea, but rather as a rudder without which administrators and teachers

may go far off the true course. We have, today, accurate measures of the mastery of fundamentals, good checks on whether an activity program is an "ado about nothing," or a better teaching device. The Girard College Elementary School teachers are making more use than ever before of standardized tests of all kinds.

Educators are now distinguishing between trips and excursions, the former being of longer duration and greater length than the latter; boys of our Elementary Schools go out only upon excursions. In the spring their number was on the increase, but in the autumn it fell off because of transportation difficulties. The question of outside visits is discussed in the section entitled "The High School." Excursions within the walls were more numerous and varied than last term, particularly in nature study work. For instance, the large number of trees on the campus were identified and legible signs were placed upon them. We are fortunate in having a good representation of community activities here at the College; we have to go outside the immediate vicinity only when the objects or activities to be observed are not present. Within a few blocks are located, for example, stores, markets, a firehouse, and a postoffice. To this type of community activity our boys walk during an hour period.

The Library-laboratory on the third floor of the Middle School has more than lived up to advance promises. Its use by boys and teachers has increased beyond expectations. A summary of some of its activities is given with the usual statistics for the Library that appear in Appendix G.

The possible use of the radio in elementary education has received much attention. So far, radio has more to offer to the rural schools whose advantages are limited. Enthusiastic proponents of radio education would have most of the school day spent listening to radio programs, while saner pedagogues advocate turning on the switch only for specific occasions which fit into a given unit of work. As far back

as 1926 the City of Cleveland was experimenting with teaching by radio, and there have been experiments in giving instruction to hundreds of pupils in arithmetic over the air. Such tactics smack too much of subject-matter dominance to fit into our philosophy, since they run counter to individualized instruction and activity work. At Girard radio will probably never have more than restricted use in the classroom, but it will make a great contribution to the life of our boys in their dormitories.

The Supervising Principal of the Elementary Schools feels that there are several lines of effort along which his group must work in the next few years: the elimination of complete departmentalization, since few good elementary schools have it in any comparable amount; the stressing of function in the special subject work in music, art, and manual arts; the development of the school excursion until it becomes the common experience of all boys; the provision of more remedial work and a different handling of the boy who early reaches his academic limit; and the promotion of a closer coöperation between the Elementary Schools and the Household Department.

THE HIGH SCHOOL

In his report the Supervisor of High School Instruction says: "The only way by which we may evaluate the growth of our High School and its activities is to compare them with conditions at some previous time. Ten years ago, for instance, there were five hundred and twenty boys in the High School; today there are six hundred and forty-six. Our school rarely participated in any outside interests or activities other than the trips that the boys took and the athletic contests in which they engaged. The spontaneity, the facility of expression, the evidences of developing aptitudes, the diversified interests, the personality development which we take for granted now did not exist then."

The imperative need for curriculum revision is the uppermost thing in the minds of our high school teachers. We hope that in the course of a year or two we shall evolve a curriculum that will meet the needs of the several varied groups here without limiting the opportunities for growth, development, and future study that our present course of study affords. A very important approach to this whole matter has been made in the conferences on guidance, discussed in another section of this report, held during the current school year.

The Student Council has been functioning for a year and a half. This organization is now responsible for seeing that the halls have monitors and that order is maintained at fire drill. The members act as guides for visitors who come to the College. They assumed the supervision over the exhibits on Activities Night. One of their finest contributions is the talks they give to the incoming freshmen each year. These boys discuss the rules and regulations of the High School and orient the freshmen to their new set-up. They keep the Office of the Supervisor of High School Instruction busy with their many suggestions and ideas—some, of course, entirely impractical, but many of them very much worthwhile. They have suggested a method of making a permanent record of the extra-curricular activities in which boys engage. They have been sponsoring a movement for an unsupervised evening study for honor students. They urge a point award system for meritorious achievement in extra-curricular participation. These boys have sent representatives to visit the leading suburban high schools to study their curricula, note the activities of their student councils, and compare the routine school life with our own. Members of the Council have shown considerable personal development as a result of their work on committees, their participation in discussions, and the practice they have experienced in parliamentary procedure.

The Honor Society continues to fulfil a most important

function in making itself responsible for tutoring boys who are failing in their academic work.

The Science Department feels that it must work out differentiated courses in physics and chemistry to provide better for boys who expect to go to college and for those who have no such plans. Its extra-curricular work has moved forward with the acquisition of a moving picture camera and a new camera to take still pictures. The Mathematics Department is revising the syllabus of the Senior-two algebra to meet the changing college entrance requirements. Perhaps one of its most effective activities is its attempt to correlate the work of the Seven-A group with that of the high school freshman grade. In view of the fact that secondary school mathematics is undergoing change generally, this is a very important procedure. Several quotations from the report of the English Department are suggestive: "Increased amounts of spelling, punctuation, sentence structure, paragraphing are being taught in all classes. . . . Boys are developing greater appreciation of poetry by extensive reading from voluntary selection. . . . Replacement of the 'Odyssey' in the sophomore year with 'Tom Brown at Rugby,' 'Covered Wagon,' and 'Gold,' which requires more extensive reading, better vocabulary learning, and increased attention to library books with special boy-interest, has been a wise move." The Department of Romance Languages reports that "there has been a real effort made to motivate the study of French and Spanish by dramatizations, pictorial vocabulary charts, maps, newspapers, foreign art, interest in French foods, commerce, industry, plays, songs, and such other devices as make the language live." It is interesting to note that on Activities Night this department, as its contribution, had five songs sung in five different languages. As elsewhere, so in our Department of Social Studies, there is a growing emphasis upon treating the subject matter rather as an instrument for the education of youth than as an end in itself.

To indicate just a few of the activities in which our



WORKING IN THE PHYSICS LABORATORY

boys have engaged during the past school year, mention might be made of the fact that the debating team engaged in two debates with the Central High School, that several of our boys took part in a forum discussion which was broadcast, that the chess club has had outside meets, that our musical organizations have appeared in various outside appointments. Our boys have not only attended, but have actually taken part in student conferences at Temple University and Drexel Institute of Technology. At the Cultural Olympics of the University of Pennsylvania the play given by our Dramatic Club won the award of highest merit. This play, "Nicholas Nickleby," was adapted from the Dickens story by Mr. Andrews and the members of the Dramatic Club. Our Junior Choir performed with credit at the Olympics, and the art work of our boys was given fine recognition.

Our supply of diplomas was exhausted, and the large, rather outmoded diploma was replaced by a more satisfactory and more modern diploma of smaller dimensions. The smaller diploma is given to the graduate in a case of genuine leather. The smaller size (8" x 10") and the case permit him to preserve the diploma in proper condition or to frame it more easily and less expensively.

No change was made in 1938 in our arrangements for excursions and field visits, nor is any change planned for 1939. However, the whole matter is being carefully studied. We feel that sooner or later we shall use bus transportation as part of our educational program more than we now do, but no commitment is recommended at the present time either as to a bus purchase with the subsequent maintenance and operation costs, estimated by the Business Manager to be \$3000 for the purchase and \$2500 per annum thereafter, or as to a contract with a bus company for a specified service. If there is in the future any extension in our use of busses, it would be well to engage outside service rather than purchase a bus and assume its depreciation, maintenance, and garage costs as well as employ a driver. We now make a

somewhat modest use of outside service and the arrangement works out satisfactorily. However, it is not to be thought that there is no transition between an educational program that includes no trips outside and one with an ambitious list of excursions. We are in such a transition period now with many shorter trips being made on foot. It seems wise to carry our present plans further before recommending any increase in costs.

The executives and faculty of the College are not easily satisfied. Academic standards are high for the older boys, and the high school staff has set high ideals for itself. These are reflected in the closing paragraph of Dr. Melchior's report: "As we look back over the year 1938, we take pleasure in noting the forward strides that have been made. We are sobered, however, by the fact that we are far from realizing our ideal of sending out into the social and economic world young men that we can be absolutely sure will be able to make the adjustments necessary to win a reputation for vocational efficiency, moral rectitude, civic pride, and personal integrity."

THE MECHANICAL SCHOOL

The head and the staff of the Mechanical School have been interested in all phases of our study of guidance—especially vocational guidance. Reference was made in the report for 1937 to the fact that instruction about large scale industrial processes cannot be given in school shops. Because of this limitation we have introduced during 1938 a series of moving pictures and talks by business men. Such topics as the manufacture of steel, bridge building, lumbering, the manufacture of incandescent lamps, and the paint industry have been presented. The reaction of the boys, as shown by their close attention, their questions to the speakers, and their subsequent comment, makes us believe that these activities are well worth the effort they require. They should be continued.

In addition, the usual visits of selected groups of boys to industrial plants have been continued.

It is a policy in all of our vocational work to ground boys as thoroughly as possible in the fundamentals of each field. The boys are young and there is not enough time to run down the various by-paths that lead to special skills in one line of work or another. Our experience shows that the boys very quickly pick up those special skills when they go to work. We do try to keep abreast of recent developments in the industrial field and from time to time modify our course of instruction to meet these developments. A case in point is a study we are now making in the gas engine field. At present our instruction in automobile work is restricted to the last year of the vocational course. By increasing the time to cover a full two year trade course, and by extending the instruction to include applications of gas engine work beyond the automotive field we could broaden our foundation work and possibly open other lines of employment to the boys. The instructors concerned are investigating courses of this kind in other vocational schools. The experience of one of our recent graduates, who has been quite successful in doing experimental engine testing work for one of the large oil companies, encourages this study.

The boys of the Carpenter Shop have built, and the boys of the Paint Shop have painted, a testing room some 24 feet square for the Electrical Shop. This work met the standards of the Underwriters' inspectors. Some units of apparatus used chiefly for radio testing were secured, and the Electrical Shop is now equipped to expand its instruction to include some advanced testing work.

In the Foundry the boys and their instructors completed the construction and installation of air-compressor units, of one gas-furnace for crucible melting of aluminum, and of two oil-furnaces for crucible melting of bronze and iron. A pneumatic hammer and a portable pneumatic grinder were also secured. This additional equipment has already widened

the scope of instruction for the 7-A boys and increased their interest in pre-vocational work. It also makes immediately possible similar results for the boys in trade work.

The writer feels strongly that since each Girard College boy is to be equipped for making a living, we ought not to permit ourselves to slip back in the maintenance of our equipment in the Mechanical School. In the Pattern Shop a heavy duty woodworking lathe of modern type is being installed. In the Machine Shop a new heavy duty shaper and a new metal-working lathe, both of the type in use in industry, are in operation. Boys and instructors unite in appreciation of the action of the Board which made it possible to accomplish so much in one year toward solving our problem of obsolescent machinery. A second power hacksaw and an oscillograph tester will be purchased this spring. In the near future we shall be able to add a few such items of small equipment, but it would appear that any further marked revision in our equipment must await powerhouse changes, which will make available the increased electric power needed for such revision.

Work in the Forge and Sheet-metal Shop was handicapped during the closing two months of the year by the serious illness of the instructor, Mr. Joseph G. Simcock, who is in the thirty-ninth year of his service. The retirement of Mr. Simcock in 1939 will create a vacancy. Plans are under way for filling this vacancy and at the same time for expanding the instruction in that shop to include advanced sheet metal work and metallurgy.

The two bronze plaques on the pillars of the front gate were made at small cost as an exercise in the Foundry. These were installed during the year, and for the first time those who walk or ride by the gate are shown that it is the entrance to Girard College. Previously some people had confused ours with other institutions in the neighborhood.

In the Philadelphia Centennial Exposition in 1876 a display of whittle work and light woodwork produced in the

schools of the Scandinavian countries aroused great interest, and, as a result, during the next two decades, many schools in the United States introduced shop work. The Centennial display was called "Sloyd Work," so since 1898 Girard College has had a "Sloyd Department," housed on the third floor of the Middle School Building. Meanwhile the nature of the instruction expanded and changed, yet the old name remained. During the year the name was changed to "Manual Arts," and the title of the instructors was changed to "Instructors in Manual Arts." The boys here made their usual contribution of Christmas toys to the hospitals and carried on the usual shop work. There has been a marked growth in coöperation between the teachers in the Junior and Middle Schools and the Manual Arts instructors. The former call increasingly upon the latter to assist them in construction projects which grow out of class activities and dramatics.

THE SUMMER SCHOOL

The previous high academic standards were maintained in the summer session. The staff, whose names appear in Appendix F, was but little changed. It was efficient, made some improvements in the program, and enlisted the coöperation of the boys and the regular staff more than ever before. For example, the latter provided the Summer School instructors with individual progress cards containing a diagnosis of each boy's difficulties. Reports from the summer school teachers indicate that these cards were very valuable in working out the school problems of individual students. At the end of the Summer School term the tutors compared each of the original cards with cards containing their own comments about the response of the student in his Summer School work.

The College had a larger summer population than in 1937, a development which we had fortunately provided for both on the campus and at the camp. The tutoring classes themselves were larger, the attendance of the High School

and Middle School boys being increased 43 per cent and 8 per cent respectively. The 149 boys from the High School were taking work in English, French, mathematics, science, and social studies. The 71 Middle School boys included 41 who had to repeat work because of failures, 11 who were repeating work because of weakness and anticipated failure, 11 who were making up terms in order to graduate on schedule, and 8 promising lads who were making up terms in order to qualify for admission to the Post High School class. We have seen the need of a teacher in the Junior High School subjects, and a tutor to satisfy this need will be appointed for the 1939 session. Other improvements not involving change of personnel have also been planned.

The auditorium teacher was especially successful this year. Her programs were held generally between nine and ten o'clock in the morning; occasionally there were two programs on the same day, one at nine and one at ten. This was an advantage over the procedure of last year when one program for the entire group was held from three to four in the afternoon. The morning hour is cooler for large groups in the auditorium, especially when it is necessary to close the windows and pull the shades for moving pictures or stage illumination. Marked progress was made this year in differentiating programs for the various age groups, instead of giving one program for the entire group at one time. The programs included talks by a newspaper columnist, an agent from the Federal Bureau of Investigation, an explorer, an art critic, a sports announcer, and members of the two local big-league baseball teams. The group also enjoyed puppet shows, moving pictures, acrobatic performances, magic, an exhibition of prize-winning dogs, an exhibition of trained falcons, and musical performances of different types.

An innovation of this summer was the introduction of prizes for the organized games and tournaments held on the playgrounds and in the Armory. The tournaments themselves

were new last year, and they continued to provide a competitive zest and a sustained interest that organized games previously lacked.

LIBRARY SERVICE

In surveying the work of her department for the year, the Librarian makes a few comparisons with the revised standards for the evaluation of higher institutions recently completed by the Committee on Revision of Standards of the North Central Association of Colleges and Secondary Schools. In this study some 233 institutions of the preparatory school, junior college, college, and small university type were analyzed for the purpose of developing new criteria for the measurement of institutions, and the library was used as one unit of measurement in arriving at the composite evaluation of each. In measuring our own library service with these standards we must bear in mind that they are high, and apply more to the college than to the secondary school library, but they are the most recent and the most accurate standards available.

The survey shows that the Library of Girard College is in the upper level of the median group; it has a rating of about 75 per cent or 80 per cent, so far as each of the criteria is concerned. The criteria listed are: the annual expenditure per student for library salaries, the annual expenditure for new books and periodicals, the annual average of loans per student, and the annual average of loans per staff member. The Librarian says: "If any significance can be attached to such a check-up, it lies in the fact that our library shows a related rating in all fields of measurement, proving thereby that an apparently normal and balanced relationship exists between the moneys expended for service, and the services rendered to the College." In other words, one gets what he pays for.

The two new branches of the Library have gotten well under way this year. The Elementary School Library-

laboratory has completed its first full year, and the librarian in charge of the work gives the following summary of its activities during the period. Three hundred and ninety-one films and 1849 slides were loaned to classrooms for visual education. The number of boys using the room for work on individual and group projects was 13,672, and an additional 2,856 boys attended art talks given in the room. The librarian held 828 conferences with teachers on units of work, construction projects, and similar activities. A brief report concerning the Library-laboratory will be included as a separate entry in the summary of Library statistics for the year appearing as Appendix G, with the idea of giving it a permanent place in the statistical report of the Library. This latest development of library service is proving a boon to teachers and students alike, the boys gaining accuracy and assurance in the use of reference tools, and the teachers finding inducement for maximum use of visual aids under the present simplified methods of classification and handling.

The section libraries began operating as a part of the Library service in October of this year, when some five hundred books were selected as a nucleus for loan collections. From these the boys made selections for their house libraries and thirty-four such libraries were sent to the various houses, sections, and halls. The plan is to change these collections twice a year and to keep an estimate of the amount of reading done. It is no longer advisable to have large accumulations of books kept permanently in the various buildings, since every boy has easy access to the Library for the greater part of his reading, and these section libraries are meant to fill such casual needs as arise during the leisure hours scattered here and there throughout the week.

The work of the Children's Room is now shaping into a definite form of reading guidance. With more time to devote to the work, the Children's Librarian observes the individual habits and tastes of the boys during their recreational reading periods. She learns something of the reading abil-

ity and the vocabulary level of each younger boy, and forestalls the danger of his selecting too hard or too easy a book for his enjoyment. She guides him in keeping a "well balanced menu" of reading, but in order to do this she must know her book values as thoroughly as the dietitian knows food values. Walter Pritchard Eaton has said, "If you feed boys nothing but Treasure Islands you will raise them up to be readers of detective stories and very little else. Nobody wants to make a boy matter of fact, but we should want to make him master of fact, and this can't be done on an exclusive diet of adventure." We know that children learn to read by reading, and this is especially true when the reading habit is fostered by sympathetic and intelligent guidance.

The loss of 2,718 in the circulation of periodicals to adults in the College is to be accounted for by the fact that about forty periodicals were dropped from the Library subscription list at the beginning of the year as an economy measure. The loss in the Children's Room of nearly a thousand in book circulation is logically explained by the extensive use made of the newly established Library-laboratory in the Middle School. This loss was anticipated. In place of the reference work which it represents, the reading guidance program mentioned is being developed.

In August of this year the Library staff began the arduous task of taking an inventory of the entire book collection in the Library. This work will not be completed until well into the year 1939, as it must, of necessity, be done during spare time, which is hard to find in the busy school year. Much of the preliminary checking can be done by boy helpers, and a corps of these is now working at it. An earlier inventory was taken in the year 1928, but the results were never tabulated. This will, therefore, be the first official inventory record of the book collection of the College Library.

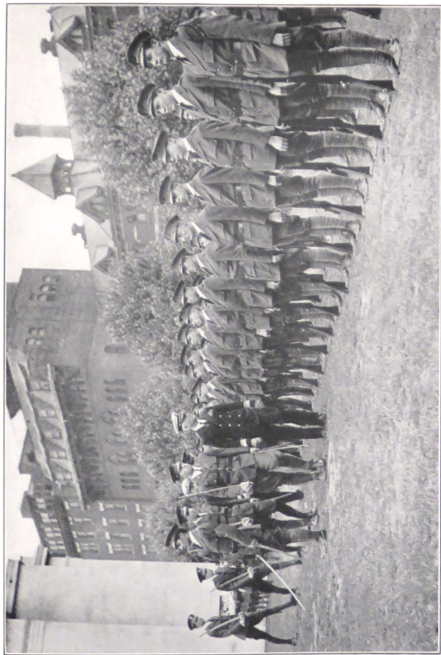
OTHER INSTRUCTIONAL ACTIVITIES

In the administrative realignment of some activities made a year ago, all of those here discussed became identified with regular units of instruction. The Battalion and Band, to select two examples, were brought under the direction of the Supervisor of High School Instruction, for they are both instructional in character and composed of boys in the High School. Work in vocal music was placed under the direction of the Supervising Principal of Elementary Schools.

The Battalion, for which we are planning to buy some new uniforms to replace those that are worn out, appears to have had a satisfactory year. The usual competitive drills were held, Memorial Day was impressively celebrated at the College, and the war memorials were appropriately decorated. Rear Admiral Wat T. Cluverius, then Commandant of the Philadelphia Navy Yard, reviewed the Battalion on Founder's Day.

Both the Battalion and the Band participated in a parade held in April to celebrate jointly Army Day and Forefathers' Day. This was sponsored by the Philadelphia Chapter of the Military Order of the World War and the Pennsylvania 300th Anniversary Commission. In a parade held in May in connection with the dedication of the statue of Benjamin Franklin at the Franklin Institute, and in a mass celebration on Franklin Field in June held as part of the program celebrating the ratification of our national Constitution in Philadelphia, these units also participated. A picture of the Battalion appears in the handsome volume commemorating this Constitutional celebration and issued by the committee in charge.

Although frequently thought of as part of the Battalion, the Band could well justify its existence even if no military instruction were offered. It provides musical training to a considerable number of boys and has a prominent part in the life of the College. No new dress uniforms have been purchased for the Band in more than twenty-five years. The



ADMIRAL CLUVERIUS REVIEWS THE BATTALION ON FOUNDER'S DAY

old dress uniforms are now in such poor condition that it is impossible to continue using them, so we are planning to replace them next year.

The Orchestra, the Band, the Glee Club, and the Junior Choir gave their accustomed finished performance at the Christmas Concert and again evidenced the high caliber of instruction provided by the Director of Vocal Music and by the Department of Instrumental Music. Individual instruction for piano and organ students has been continued.

The number of plays presented by students at the College during the course of a school year is impressive. On April 29th, for example, the Girard College Dramatic Club presented three one-act plays: Kenneth S. Goodman's "The Game of Chess," John M. Morton's "Box and Cox," and "Nicholas Nickleby," the last an original dramatization of Dickens' novel written by the cast. Under "The First Activities Night" the work of the Dramatic Club has been referred to in this report. Unquestionably participation in dramatics closely allied as it is with language study and with the development of social qualities is proving of great value to our boys.

Dramatic work in the Elementary Schools is worthy of mention. While the Christmas play for 1938 employed some of the material used in earlier performances, it was largely new in content and conception. Representatives from many classes in both Junior and Middle Schools portrayed the Christmas customs of different countries, including Norway, Holland, Germany, England, China, Italy, and Mexico. Some of the sketches were written by teachers, but the majority originated in classrooms. There were folk-dancing, pantomime, singing, and pageantry.

Educational activities in connection with this play were numerous. Among them were research in the Library-laboratory, art work of many kinds, the writing of dialogues, the working-up of folk dances, and the study of foreign Christmas music. Perhaps the greatest outcome was a better

understanding of other peoples, their similarities and differences, and their excellent qualities. It was a good lesson in tolerance. Miss Duncan suggested the idea for the play and acted as coordinator; Miss Sipple and the English teachers formed a motivating and steering committee. One hundred and fifty boys participated in some capacity or other, not to mention the older lads who helped with lights, make-up, and costumes. Both music and art teachers were active in the production, and of the latter group Miss North is able to create an atmosphere on a stage with fewer pieces of property than most experts use. "Snow White and the Seven Dwarfs" was another coöperative effort put on by 6B boys under coöperative direction. Here again many people combined their labors to produce a play involving art and music as well as dramatic preparation. Dramatics is an important part of elementary education. Many home rooms produce assembly programs which are partially or entirely made up of plays, not to mention the very simple sketches that are routine in classroom work. As examples there might be mentioned Miss Adams' launching of a ship, Miss Kirk's Eskimo party, Miss Potts' Indian demonstration, Miss Goodrich's mystery play, and many others.

For boys who have unusual talent the special art class continues to be helpful, yet the cultivation of art appreciation in others less talented, through art teaching, cannot be neglected. During the past year, there have been introduced into the roster of the regular art teachers of the Elementary Schools two periods given over to "group work." The purpose of these is to give opportunity for individuals or groups who are working on a classroom activity to get the expert help of the art specialists. Regular classroom instruction in art under the departmental set-up deals very largely with techniques. The time is short and the classes are of good size, so that opportunity for specific projects is decidedly curtailed. The new periods, however, not only allow such work in the art rooms, but permit a teacher to go to another class-



A SPECIAL ART PERIOD

room to assist with a unit already under way. So well has this idea been received that we hope to expand it next year. Mr. Connor's work with the Junior High School boys is steadily growing; his students are finding self-expression through many of the accepted media. Among the more interesting projects are those in wood-carving, plaster-casting, clay modeling (including use of the potter's wheel), and soap-carving. In grades one to six emphasis has been placed on larger units of work, such as panels, the construction of villages, and illustrative borders. Miss North's art talks are unusual for elementary schools; they give Girard boys a grounding in appreciation that is the envy of many. Adults like to attend them for the interesting and informing content supplemented by carefully chosen lantern slides. They are, in our judgment, an outstanding piece of art education.

GUIDANCE AT GIRARD COLLEGE

We can assume that the adolescent and the younger child need counsel and guidance. One educator, in pointing out the obvious fact that there is as much danger in too much freedom as in too much control, cited the child who said to his teacher, "Do we have to do what we want to today, whether we want to or not?" and also the nursery youngster who was asked by his mother, "What are you crying about?" and answered, "Nurse won't make me behave!" Both children were yearning for guidance, one for educational guidance and the other for moral guidance.

Guidance should be viewed as a broad program designed to develop whatever capacity for adjustment to his environment a boy may possess. It must bring out the potentialities of the individual while concurrently supplying those influences which allow his native endowments to become enriched. Anything short of this represents a waste in the process of education. If it costs \$7500 to carry a boy through Girard College we are remiss unless we supply the training that, so

far as his potentialities permit, makes him an honest, healthy, happy, intelligent, and interesting individual who is well-liked and capable of earning a living.

In the last four months guidance conferences have been held every week or two in the office of the President and an inventory has been taken of our guidance efforts at Girard College. These conferences have been very enlightening. Those who participated are far from being satisfied with the guidance program. Yet ours is undoubtedly one of the best in the country. It is a program that grew up bit by bit with features that now need integration and coördination. We are making efforts to effect such integration. We shall probably never be satisfied with the results, for we realize that there are several reasons why our guidance program should be superior to others. Our boys are admitted between the ages of six and ten, and are selected according to their performances in physical, psychological, and school progress examinations. They are with us for approximately eight, nine, or ten years, and for ten or twelve months a year. We learn to know them as individuals. Individuality in dress is preserved. They wear no uniforms except when the older boys at the ends of two afternoons each week have their battalion drills. Although Girard College is the largest boarding school in the world (and all Americans love to talk about what is largest in any field of endeavor), increasing efforts are being made to give attention and guidance to the individual lad and thus avoid the faults of mass education and mass handling.

It interests the writer to recall that in the fourth quarter of the eighteenth century a teacher or a group of teachers at the Paris Cadet School wrote the following report about one of their students: "Reserved and diligent, he prefers study to any kind of conversation, and nourishes his mind on good authors. He is taciturn, with a love of solitude; is moody, overbearing and extremely egotistical. Though he speaks little, his answers are decisive and to the point, and he excels in argument. Much self-love and over-weening ambition."

This report was written about a boy who was destined to be a great figure in European history, Napoleon Bonaparte. It shows careful study. It shows that the teachers knew him as an individual, as somebody whom they were able to differentiate from the group. It shows that the recognition of individual differences, thought by some educators to have been only recently discovered, was practiced in Napoleon's youth, as it was indeed in the best schools of Quintilian's time in the first century of the Christian era. Educators are, however, doing more at the present time to orient the individual and to adjust the boy to his environment than has ever been done before.

Dr. Edwin A. Lee, Director of the National Occupational Conference, summed up this modern development in these words: "If one were to search for the word that most exactly characterizes modern education as contrasted with that which our parents received, it would be hard to find one more precise than the word *individualized*. And if at the same time we sought a word to connote the sum of what our best teachers try to do when they teach, that word would probably be *guidance*." This attention to the needs of the individual is not so easy for the teacher as it sounds, and the teacher may, of course, be a classroom instructor, a playground teacher, a housemaster, or a governess at Girard College. In the same address, Dr. Lee said: "It is not too much to say that every teacher must be on guard to preserve each pupil's individuality, even under the best modern conditions. Everything except our educational philosophy is conducive to loss of individuality—large classes, stereotyped texts, regimented thinking, a constant barrage of propaganda, the disposition to run with the herd." In his book, "Education as Guidance," John M. Brewer of Harvard University points out that "it is because teachers have become so engrossed in other activities of education, and because they have lost interest in and consequently have neglected the heart of education, that guidance specialists have come into the school system and guidance programs are being developed."

The latter statement might imply that guidance specialists and guidance programs are unnecessary if the staff of a school has from its head to its newest member the proper modern approach to its work. This is in part true, and yet not completely true, for in certain types of guidance work, such as vocational guidance, there are some new techniques and certainly some up-to-date information that the well-trained teacher of English, mathematics, French, business organization, or applied electricity cannot be expected to acquire in a few weeks. The Director of Guidance and Placement in the school system of New York City, Mr. Charles M. Smith, presents an important phase of this problem of vocations which he has attempted to solve for New York: "The usual courses in occupations...are not usually sufficiently localized, nor are they so planned as to give the proper idea of significant trends. Business and industry today study very carefully both material and fiscal trends. No sane investor would take a chance without such a study, and yet we plan educational courses for youth to prepare them for specific fields of activity, and we permit them to enter such courses in numbers out of all proportion to any possible absorptive power of the field for which they prepare, without giving a passing thought to trends and supporting data." In many good schools it is found to be desirable to engage a specialist for vocational guidance or for general guidance work, but such an arrangement should be entered into only after very careful study of the whole institution and then only upon an experimental basis. In real guidance there is a great deal more than merely turning a trained Director of Guidance loose in a school or a school system.

As a matter of fact, the emphasis in guidance work should not be directed too heavily upon vocational guidance. The National Vocational Guidance Association has defined guidance as "the help, aid and assistance given to an individual in choosing, preparing for, entering upon and progressing in a vocation." This is too narrow a definition of

guidance, unless one understands that vocational guidance must be accompanied by other kinds of guidance. At Girard College we think of guidance as moral guidance, social guidance, health guidance, guidance for leisure-time, guidance for home-making, vocational guidance, and educational guidance.

During the course of the guidance conferences, which will be resumed in 1939, several members of the group paid visits to schools in New York City, Providence, and Baltimore. The public school system of the last named city has recently made marked advances. One of its attractive publications states: "The study and adjustment of the student is the basic thought in guidance. This includes a study of his scholastic record, family and home environment, intelligence and achievement tests, abilities, likes and dislikes, interests, how he spends his leisure time, his hobbies, extra-curricular activities, personal characteristics and traits, health, and work experiences." Now this is a rather large assignment, yet it is the task to which many public schools have addressed themselves. These schools are attempting to learn what the boy or girl does and thinks during a day of twenty-four hours and a week of seven days, though the child is under the supervision of the school only five days a week and only five or six hours a day. A complicating factor is the mobility of our American population and the constant shifting from one school to another or from one school system to another.

But these are only two of the difficulties which the public schools have attempted to overcome. There follows the discerning and courageous statement of the principal of one of the great vocational high schools of New York City in presenting conditions under which most of his student body live, conditions that exist in many of our American cities: "The school population as a whole is recruited from what is frequently called the 'under privileged classes.' The family wage earner, if he exists, earns, by virtue of an unskilled trade, just enough to support a numerous family. The family background is predominately of foreign origin...The ma-

jority of the children come from the most congested districts in the city and are housed in tenements of such squalor that the atmosphere of the streets actually presents a healthier milieu. They are, therefore, exposed to whatever social trends the street corners or small shop may present. The school, in the limited time at its disposal, must supply all that is lacking in the child's extra-mural life if it hopes to have its pupils conform to any recognized standards of behavior. The task of the school is to make available all possible vocational training opportunities, all appropriate knowledges, and all beneficent human influences. Most important of all, each student must be enabled to profit from these in the measure that he or she is capable. This is guidance."

These difficulties that public schools face are not cited in order that those of us at Girard College may sit back contentedly and thank Heaven that we have no such problems. As a matter of fact, we have many similar problems in a different form. In general, however, we are fortunate, first, in having virtually the entire day and week of the boy under our supervision; secondly, in having the boy under our guidance for a long period of time instead of for a mere year or two; and thirdly, in having the opportunity to combat the influences contributing to juvenile delinquency and criminal careers mentioned in a study sponsored by the American Council on Education as bad home conditions, low intelligence, the misdirected gang spirit, idleness, bad health, lack of moral training, dull schools, poverty, cheap movies, and lack of work.

To some educators guidance means the effort to guide a boy or girl to make wise decisions and choices. It might be well to emphasize here that those responsible for a guidance program should realize that in the final analysis they are dealing with youth. This is mentioned because it is so easy to overestimate the value of suggestions coming from the individual himself. We must not forget that there are many complex judgments to be made, and that boys and girls of

the school age do not have the background or experience to make them. Unfortunately, that which for the moment is the most acceptable to youth, is not always the most suitable for the future. There are also some fundamental matters that cannot be left to choice. As Cyril Norwood asks, "Is it the business of education to leave the advisability of theft, or murder, or adultery to the independent judgment, or should it instil the belief that they cannot be practiced in any society which is to maintain itself above the level of barbarism?" In other words, the child has to be taught *what* to think, to a certain extent, as well as *how* to think; he has to be taught *what* to choose as well as *how* to choose.

Guidance is no panacea, to be sure. It will not make a good school of a poor school; it will not make a good staff of a poor staff; it will not make a silk-purse boy of a sow's-ear boy. It is just an important phase of modern education, and it will not perform miracles.

But guidance does definitely mean a new emphasis in teaching and in supervising children. Here the opportunity of the good boarding school is unique. Members of its staff have opportunities to influence boys not always open to the public school teacher. Health guidance may serve for an example. As one authority writes: "The whole problem of inculcating wise habits of living so that one may truly get the most out of living is fundamentally a matter of guidance and in most respects of individual guidance. One who aims to teach 'health,' for example, must keep always in mind that he is a counselor who deals in alternatives and futures, and in terms of individuals. Herein lies the difference between teaching a subject and counseling. One can teach hygiene—can hear recitations, grade papers, assign so many pages of reading—and the net result may be of no more influence on the present and future health of the individual than a formal study of the history of medicine. But when one approaches the study of hygiene as a way of living, as a set

of principles adaptable to the lives of each individual who studies it, then the instructor becomes a guide..."

The housemaster or the governess at Girard College has a rare opportunity to carry on health guidance. Indeed, the whole organization of the College lends itself well to a guidance program. The schools, the Household Department, the Department of Admission and Discharge, the Department of Student Personnel, the Health Service, the Library, and the service departments all have their parts in this program of attention to the individual boy and his needs.

The importance of guiding a boy into the right vocational choice cannot be overstated. The writer taught his first night-school class when he was twenty years of age and within a month he had learned one of the most pathetic truths in educational work, that ability fails to coincide with ambition and interest in a large number of boys and girls and that it is one of the great tasks of educators to bring together the young person and the job for which he is best qualified. As the authors of a recent book on "Personnel Management" state: "Throughout the length and breadth of the land, men and women are being employed and set at tasks for which they are not qualified or for which they are only partly qualified. And the cost of production to industry and the cost in happiness to themselves is a total defying estimate."

Vocational guidance and educational guidance are given at Girard through such media as group and individual conferences, occupational information procured from social study classes and during advisory periods, collateral reading, group and individual vocational and psychological tests and subsequent interviews, moving pictures of industries, speakers from the outside on types of commercial, industrial, and other work, junior business training that offers an orientation in business, try-out shop courses, trips to plants and offices to observe activities and procedures, actual experience in the College as office workers or mechanics, and advice concerning the actual business of seeking a job and of planning one's

higher education or cultural development. The importance of try-out courses cannot be overstated. But in a sense our whole educational program is educational guidance, for we think of guidance as a philosophy of approach to the instruction of a class, so that guidance appears in our activities in French, English, mathematics, chemistry, machine shop, bookkeeping, dramatics, music, and athletics, to select only a few examples. We do not push guidance off into a corner as something apart from the work of our teachers, house-masters, and governesses, as some Christians of an earlier day set Sunday aside for concentrating upon their religion in order that religion might not interfere with their activities the rest of the week.

The Department of Student Personnel initiated in September, 1938, a testing program in the field of vocational guidance. After several conferences, it was agreed that a psychological testing program should be put into effect for classes 2-1-1, 2-1-2, and 2-1-3, the three ability groups in the first half of the sophomore year in the High School. This school level was chosen for giving the tests because this term precedes a boy's selection of his vocational course for the last two and one-half years at the College. In the past, such selections were based on a boy's record during the several try-out courses which he had taken, and on his expressed choice. This year, there was added certain data obtained through the use of this vocational guidance test material. There are very few if any schools which have taken into consideration in the vocational guidance of boys as many factors as were considered in placing these students. We propose to watch closely the future progress of these sophomores in an effort to determine whether their placement has been done more effectively because of our more complete analysis of the probable capability and adaptability of the individual boy.

Certain it is that with the help of modern psychological tests, problems involving some boys in the high school classes and relatively many boys in the elementary indus-

trial and intermediate high school classes have been handled not only with our previously available knowledge of the boy's accomplishment but also with a new definite and scientifically derived knowledge of the boy's capacity and handicaps. As a result, a natural impatience for the boy's shortcomings has usually been tempered by a sympathetic understanding of the causes of his failure to grow in knowledge or in self-control.

In vocational and educational guidance, not to mention other types of guidance, many American schools employ some devices that are likely to be expensive and wasteful of time if they are not wisely employed. Without their intelligent use, however, no guidance program can be complete. Intelligence tests, achievement tests, aptitude tests, personality ratings, and the newer type of home reports are proving extremely useful now that we realize their limitations and do not regard them as inspired. Again and again in real situations their value has been demonstrated.

For the sake of emphasis, no mention has until now been made of the cumulative record card on which is recorded whatever is important in the curricular or extra-curricular activities of the boy. In a sense, the person who keeps these records in a school becomes a kind of case worker "dealing with individual cases which have developed problems or which have problems in the making." Such a cumulative record becomes the basis for the guidance program. A well-conducted boarding school has, of course, all information about a child and his family background easily available if there is a personnel officer to keep some sort of cumulative records.

Social guidance and moral guidance are taught by precept at Girard College but chiefly, we hope, by example. We believe that the household officer or the classroom or shop teacher who has his eye on such things can inculcate coöperation, good manners, and consideration for others; that the inspirational Chapel talk never does harm and may

accomplish much good; and that poise, responsibility, leadership, and an appreciation of the social amenities can be developed in instruction sessions, clubs, athletic contests, teas, receptions, and informal parties. We believe, too, that the old-time religion still has a message, although it is a non-sectarian message at Girard College, and that we must continue to instil and set a high value upon character traits like punctuality, accuracy, courtesy, cheerfulness, courage, dependability, honesty and industry.

In connection with social guidance the Supervisor of High School Instruction has written a pertinent paragraph: "As I look back a decade, I am quite convinced that the most significant change has been made in the development of personality, in freedom of expression, in enlarged horizon, and in responsibility on the part of the boys. Our boys express themselves so much better, they are so much more at ease, and the institutional stamp is so much less noticeable. These changes could not have come about except through a greater respect on our part for the boys' individuality. In the years gone by it was of course quite common to hear people speak of the 'good manners' of our boys in public. That too often meant an absence of uncouthness and boisterousness. I hear so many expressions today of commendation for the positive social qualities that are being developed in these boys. The High School staff can in all fairness take to itself only a small portion of the credit for this development. But we do pride ourselves on the fact that as a Faculty we are very conscious of our responsibility toward the boys in this respect."

Certainly Girard College has opportunities for practical guidance in health and home-making not enjoyed by the public school. Proper habits of bathing, eating, elimination, dressing, care of minor ailments, care of eyes, correct posture, safety on city streets, sex-hygiene, and budgeting and buying, among others, can be developed. In these matters, as in guidance for leisure-time pursuits, the institution takes

over the responsibilities of the home, so well discharged by some homes and so badly by others.

We have been concerned about the use of leisure time for a little more than a decade. We now realize that the world of the future may offer too much leisure time to some persons, but will offer adequate leisure time for most. We have seen hobbies grow like weeds, but with better results. In some cases we have seen the hobbies bloom into occupations. We have seen boarding schools like Girard College encourage intramural as well as interscholastic athletics; hobbies like photography, stamp collecting, wood-carving, sketching, radio, chess, and the building of model airplanes and boats; organizations like the Boy Scouts, the National Honor Society, dramatic societies, and glee clubs; and the diversions like motion pictures, lectures, concerts, and art exhibits. As mentioned elsewhere in this report, last December we held an Activities Night at Girard College, and the quality and quantity of selected material shown as the product of boys' hobbies and activities were a revelation to everybody. In the Philadelphia area the Cultural Olympics sponsored by the University of Pennsylvania have given impetus to the development of many interests that will enrich the later lives of the boys and girls who participated.

Perhaps the matter of hobbies and of individual interests is a good point at which to leave this topic. Nothing can be more individual than an interest that a person has chosen for himself. Nothing better shows the worth of true guidance. Guidance frequently means guidance towards a choice, a choice that will be personal and, to a degree, creative, whether the choice be between hobbies, between vocations for which an individual is qualified, between good and bad health habits, between colleges for an engineering course, or between installment-buying and cash purchase.

Guidance in education, like democracy in government, has as its chief merit a recognition of the dignity or worth of the individual as distinguished from the mass. An author-

ity in the Providence schools, Dr. Richard D. Allen, has well said: "Guidance aims at the *improvement of education as it affects each individual*. It is founded upon the study of each individual in his activities in and beyond the school. The school with a guidance program is attempting to improve its service to individuals."

An effective guidance program in any institution is complex enough to require an experienced, highly trained staff of adequate size made up of men and women whose talents vary widely. But nowhere in the whole field of education does a school have the opportunity for effective guidance that an institution like Girard College has.

THE DEPARTMENT OF STUDENT PERSONNEL

The examining of applicants for admission has continued to take precedence over other departmental duties. At the request of the Supervising Principal of the Elementary Schools the department took over at the beginning of the year the school proficiency and achievement examinations in addition to the psychological examinations previously handled. These increased the time required for admissions examinations by about forty-five minutes per applicant which should be thought of as an average time because the age of the applicant and his grade in the school from which he comes determine how far one must go in estimating his achievement level. Despite the increase in department duties which this has brought about, the advantages to the department and the added improvement in admissions procedure have made it a very worthwhile change. It aids the department further in estimating the mental level at which the applicant can work in school. A more accurate total behavior picture of the child is also gained. This change, along with a similar change of procedure effected in the Health Service, eases considerably examination scheduling by eliminating the customary necessity of rushing the child from one group of strangers to an-

other. The present arrangement seems to work to the advantage of both the applicant and the College.

It is worthy of comment that our application lists have included a group of eight-and-nine-year-old boys who are retarded in reading and arithmetic, a good many as much as two to two and one-half terms. Despite this retardation they are listed in the third and fourth grades in school systems outside, a result of the practice of promoting a child even though he may be unable to do passing work in these important subjects. Theoretically, when such a boy is promoted he is supposed to gain social status by grade promotion, but he should be given work at a lower level. This, however, may operate with the result that some so-called third grade children are examined who are unable to work satisfactorily at the first or second grade level. When such are admitted, they are far behind their equivalent age group in the Girard College plan and their first year here must be given over to remedial work.

The department has been able to do more in handling those with defective speech, and now has under its supervision forty-four such cases. They range from some of the more serious types of defect to those which require very little remedial attention. However, the Director is careful to differentiate between slovenly articulation, which is common to a great many individuals, or certain types of infantile talk lingering among the smaller boys, both of which can be cleared up by the officers of the College, and on the other hand real abnormalities of speech, like stammering, which demand the attention of a person trained in corrective speech procedures. The writer has read that in 1782 Christ's Hospital, the Blue Coat School that resembles Girard College more than any other English school, had among its new boys Charles Lamb and Samuel Taylor Coleridge, and these two developed one of the most beautiful friendships that literature records. Coleridge became one of the very small group of first rank students who were called "Grecians." These

boys were expected to go on to the University with the aid of scholarships. Unfortunately, Lamb was a stammerer and never became a full "Grecian." Wordsworth said, "Lamb was a good Latin scholar, and probably would have gone to college upon one of the school foundations but for the impediment in his speech." Our own work in speech correction is intended to prevent any such loss of opportunity, whether the opportunity be a chance for the boy to go to college or to advance in his position. Too often a young man's intellectual power is obscured by a speech defect.

The individual handling of various types of student adjustment problems has advanced during this second year of the department's existence. During 1938 there have been 574 individual student contacts. In each instance, there has been a discussion of some student problem between the Director and the individual, requiring from five minutes to an hour. For a number of these cases, of course, this interview represents the initial effort in working out the ultimate solution. Conferences with department heads, teachers, governesses, and parents, both for gaining additional information and for carrying through a suggested program, have been held. In fifty-two of these contacts, complete psychological examinations have been given in order that the personality of the boy might be better understood and evaluated. Whereas last year the department had case records on 110 boys with adjustment problems, that figure has increased to 249 as of this date. While all cases might be thought of as active, there are sixty-one that require constant supervision and watching. The various student difficulties have been similar to those classified in the last annual report.

These cases were referred to the department by the methods used last year. More boys, however, come to the department voluntarily for help than was the case last year. Interestingly enough, the majority of these appear to the Director to have legitimate problems, which he is glad to attempt to solve, unless they are of such a nature that they

should be referred at once to the department heads concerned.

The successful operation of the Committee on Review and Dismissals established this year is discussed in the section of this report entitled "Admission and Discharge." As a member of this committee, the Director of the Department of Student Personnel has had assigned to him the task of gathering from all sources information on boys referred to the committee for action. These facts have then been presented to the committee with the result that a comprehensive picture of each individual has been available.

The psychiatrist has continued to function in close collaboration with the Director of Student Personnel as a consultant, and also to carry on treatment interviews with those cases referred by or through the Director. He has treated twenty-two boys, thirteen of whom were continued treatment cases requiring five or more interviews. The remaining cases were consultation cases, or seen for only three or four interviews. Interviews with housemasters, teachers, and other staff members about certain cases under treatment have been helpful. One of the most interesting phases of the year's work might be described as preventive care. A few boys had problems that kept them in a state of mild anxiety which resulted in poor study habits or emotional tension suggesting treatment before the genuine difficulties appeared. There are limits within which any institution or family can solve its problems, and it is a pleasure to report that the psychiatrist kept his recommendations and theoretical considerations about any one case well adapted to practical necessities of the College environment.

It goes without saying that the efforts of the psychologist, who is the Director of the department, would not be very successful without the cooperation of the staff of the College. The Director has had this cooperation because the staff is competent, intelligent, and understanding, and because the Director himself is a man of tact, good judgment, and common sense. As the head of one of our three schools once

remarked, this particular psychologist has proven to be anything but an intellectual astronomer. Through modern psychological techniques and other methods of approach to the study of a boy's capacity, this new department is aiding the Girard College boy. In the section entitled "Guidance" the matter is further discussed.

PUBLIC RELATIONS

In his report for 1937 the writer indicated that Girard College "needs to be better known" and spoke of "the inauguration of a dignified and somewhat limited public relations program, designed to inform the general public and the leaders of influential groups, especially outside Philadelphia, about Girard College, its history, purposes, and general character. Among other efforts, it will endeavor to indicate the great opportunity for fatherless boys that is offered here and the availability to employers of our trained graduates." The importance of placement efforts during this period is also discussed in the sections of this report headed "Alumni" and "Admission and Discharge."

Several new means of presenting Girard College to the general public have been employed. Large groups of visitors, such as the members of the Rotary Club of Philadelphia and the Philadelphia Foremen's Club, have been received. There have been interesting newspaper releases concerning the activities of the College, including personal news items of interest to localities to which older boys are about to return as alumni. Articles about the College have appeared in a number of trade journals and newspapers. A large number of public addresses concerning the College, including a few on the radio, have been made by several members of the staff. The management of three large fairs upstate contributed free space for our exhibit, and in this way a large rural population was reached. Avenues were widened for the distribution of information to service clubs and other organizations. Several

thousand pamphlets were mailed to citizens of wide contacts, including employment managers.

This year circulars that describe Girard training and explain the curriculum of the several vocational groups were printed and distributed to employers, who received them with interest. In a good many instances, however, more complete information was needed. The Mechanical School is cooperating in the preparation of an attractively arranged, illustrated leaflet of letter size outlining all types of training given by the College. This will be very useful to the Department of Admission and Discharge. Personal calls on employers naturally yield the best results, and the Department will continue to emphasize this part of the work in 1939.

The first year during which public relations were purposely cultivated the work was necessarily experimental, yet it gave evidence that potent results can be obtained with continued efforts in the future. The increase in the number of applicants, the augmenting of upstate placements, and the more manifest interest of the public were all fostered appreciably by this program.

ADMISSION AND DISCHARGE

If emphasis were given this year to any particular phase of the program of the Department of Admission and Discharge, it was in public relations, by which we were able to acquaint organizations with the opportunities Girard offers to fatherless boys of various communities, and to cultivate placement prospects for our graduates. This program of public relations, which, as explained in the report for 1937, "is designed to be a penetrating and long-range project and in no sense a publicity campaign," is discussed in the previous section.

The program has resulted in an increased application list despite a lower birth rate and recent social legislation. At this date it would appear that the boys to be admitted in February 1939 will be selected from a group of applicants at least

17% larger than the corresponding group of a year ago, and the increase appears to have come largely from portions of the state that previously knew but little about the College. The number of new applications filed in 1938 is the highest in four years.

During 1938 the percentage of boys leaving the College with completed courses of study was higher than it has been for eleven years; it has been surpassed only once during the past twenty years. Appendix H provides a detailed analysis of dismissals with comparative figures for the preceding four years.

It is significant that so few boys (2.3% of all boys discharged) were discharged for failure in scholarship. However, a careful study of the boys leaving for malconduct shows that deficiencies in school work were a contributing factor in the failure of many of them to progress normally and to make the necessary daily household adjustments.

Of the boys discharged, those who found it necessary to leave for poor scholarship (2.3%) or malconduct (14.4%) constitute only 16.7% as compared with 25.2%, 27.1%, 19.3%, and 23.8% for the years 1934 to 1937 respectively. As a matter of fact, this figure 16.7% is the lowest in the history of the College. Much credit for it goes to the Department of Student Personnel and to the plan for reviewing potential failures by the Committee on Review and Dismissals.

The Committee on Review and Dismissals, which began its active work in 1938, is an effective innovation. It meets several times a term and reviews the cases of all boys who are in any sort of difficulty. Needed help can be extended to them earlier than heretofore. Good results have come from making the weak or indifferent boy face the reality of separation from the College. Many boys have been bolstered by warnings or probation and by referral to the Department of Student Personnel. In cases where these measures have failed and removal from the College was necessary, the task of

making arrangements for withdrawal was less difficult, since those at home had been amply forewarned.

In the short space of one year changes in industrial conditions have had a decided effect upon the placement of our boys subsequent to graduation. The age factor, which tends to render boys under eighteen unemployable, continues to be felt increasingly. The activity of trade and industrial unions provides a troublesome situation, for employment in many companies is fully covered by union contract. Unfortunately, in such cases, unless one belongs to the Union he cannot be considered for a job, and without employment he is not regarded as a suitable candidate for union membership. Finally, the general industrial decline in Pennsylvania has not helped our situation. A recent study indicates that Pennsylvania has led the nation in unemployment, and that instead of ranking first of the states in the table of average weekly wages it now stands twenty-seventh on the list. This is not surprising since there is usually a close correlation between unemployment and lower wage levels.

The effect of these factors has been far-reaching, and the Department of Admission and Discharge has made an attempt to understand them. Since last year, endeavors to deal with the age problem by educating employers in the use of working papers covering the employment of boys under eighteen have been fruitful. Contacts with union leaders will be developed to insure a better understanding of how to overcome the prevailing difficulties in placing our boys. The Department has started a plan to continue increasing its employment contacts beyond the Philadelphia area.

The general downward employment trend which started in November, 1937, continued during most of the year. The Superintendent of Admission and Discharge noted with interest how closely activity in placement has corresponded with business conditions as noted in Dunn's Review and the Alexander Hamilton Institute's Analysis. During September of this year, for example, when steady gains in placement began

to reappear, the U. S. Department of Labor reported spirited activity in steel and automobile plants, where more than 250,000 persons had returned to work. The Department now has its own placement figures for four years, and they are given in Appendix I.

An interesting analysis of the 385 placements of Girard boys of 1938 by occupational fields has been made and appears as Appendix J. Placement has been distributed among seven of the nine great occupational fields. In mining and professional classifications nothing is recorded, as might be expected. The largest group of placements (35%) has been the trade group covering mercantile establishments, such as department stores, mail order houses, and smaller stores. The type of work employing the greatest number (71%) in this field has to do with stock, and covers sorting, order picking, and taking inventories. Usually non-graduates qualify well here, but this year a large percentage of such jobs was filled by graduates. Since they are almost entirely dependent on seasonal demands, these jobs are often just temporary. Manufacturing claimed almost an equal percentage although in normal times it should exceed all others. Forty-eight per cent of the boys entering this field are using specific trade knowledge gained at Girard. Not quite one-fourth of the boys found employment in the clerical field. The chief demand was for general clerks who had some knowledge of either bookkeeping or shorthand. Male stenographers, however, continue to represent a goodly proportion of those who secured positions. Positions secured in the public service field were mainly with the state and federal governments. The majority were of a merit system nature.

This year, because of adverse business conditions, only 250 employers voluntarily placed requisitions with the Department of Admission and Discharge as compared to 332 in 1937. Its policy of establishing personal contact with employers has continued unremittingly throughout the year. Receptions to its overtures have been favorable, and the

efforts should pay dividends in the form of more placements as conditions improve.

In the meantime, it must be one of our tasks to develop in our boys the proper attitude for starting work. It is not enough simply to prepare them to fill a job, important though this be. In coöperation with the Household Department, a series of six group discussions was conducted by the Department of Admission and Discharge prior to the June graduation. Seniors, Intermediate High School boys, and Post High School boys attended. The group was divided into two sections according to training in mechanical or commercial vocations. The meetings included: (1) a general session during which the nine great occupational activities were discussed, and some idea was presented of the many opportunities in the business and industrial world; (2) section meetings at which the divisions of the manufacturing and clerical fields were discussed; (3) a general session in which an outside employment expert outlined salient points in applying for a job; (4) section meetings at which a representative from some industry sketched operations within his particular field; (5) a general session during which demonstration interviews were conducted; and (6) a general session in which several boys described practice interviews after they had visited Philadelphia plants, through arrangement with employment managers.

The most important outcome of these meetings has been the favorable attitudes which the boys adopted. With few exceptions they did not seem to rely on the College to hand them jobs; on the contrary, many went about the business of job-finding eagerly and expectantly. Needless to say, all those who assumed this attitude obtained work. This experiment has been continued with the present outgoing group, and the interest manifested is encouraging.

THE HEALTH SERVICE

The unification of the medical and dental departments as a Health Service under the College Physician as its Director has been successful. The change has coördinated the four divisions and has brought the Health Service as a whole into closer coöperation with other departments of the College.

A cross-index of various conditions as they are occurring among boys is kept, and a re-check on every boy with any physical disability is routinely made, notes are kept, and observation of the progress of the boy, together with the treatment, is therefore assured rather than left uncertain by being trusted to the memory. This system has obviously aided much in shortening the period of partial invalidism for many boys, in addition to making them feel that they receive individual attention. The physical development of the boys as a whole, the result of hygienic living conditions under general and medical supervision, is superior to that of similar age groups in the general walks of life and in school and college ranks.

The usual high standard of health in the College has been maintained during the year. A mild epidemic of measles occurred with 96 boys affected. There were 24 cases of mumps, 32 cases of chicken pox, and 6 cases of scarlet fever, so that the communicable diseases had a fair degree of incidence during the year. The respiratory diseases were fewer, generally speaking, as compared to the records of other years. There were 40 cases of acute influenza and 5 of pneumonia as compared with 88 and 15, respectively, in 1937. Another decline is registered in the number of cases of acute appendicitis. Only 5 boys suffered with this condition, in comparison with 7 last year and 16 in 1936. Unfortunately there were 4 deaths during the year, of which two were accidental deaths from injuries occurring outside the College. Appendices K and L provide the usual medical and dental statistics.

The medical service, when making its annual physical examinations, conducted an intensive survey of foot infec-

tions, which was very revealing. The physical examinations had, of course, included an inspection of the foot but not between the toes and on the soles. A scrutiny of these parts was added at this time for the detection of "athlete's foot" and allied conditions. The annual examination has always included a report on the postural status of the boys in the College, and a report has been made to the physical education staff so that corrective exercises could be administered. The latter department is aiding materially in maintaining the Girard students' reputation for upright posture. The work in corrective gymnastics is referred to in the section of this report entitled "Recreation and Physical Education." The recent survey by the College administration of postural defects, weak arches, and flat feet following upon the physical examinations has resulted in some modifications of traditional procedures within the College.

In January, 1936, Dr. John V. Mershon assumed the position of Visiting Dentist with the thought of superintending the Dental Clinic until an efficient organization had been established. Under his administration the Clinic became a competent unit and its personnel was improved. When Dr. Mershon resigned in the middle of the year, Dr. J. Donald Stone became his successor with the title of Assistant Director of the Health Service in charge of the Dental Clinic. Dr. Stone, who had previously served as our exodontist, reorganized the Clinic, and his short tenure has already been marked by increased coöperation among the members of his staff, greater production of work, and a reduction in the number of employees.

PLANT MAINTENANCE AND BUSINESS OPERATIONS

The three gentlemen who serve the College as Business Manager, Superintendent of Domestic Economy, and Engineer, with the faithful and competent departments which they direct, make a great contribution to the welfare of the

institution. Their years of experience and their counsel in the deliberations of the Executive Staff are invaluable and are so regarded by its other members. Moreover, their open-mindedness and willingness to consider and accept the suggestions of their colleagues are worthy of comment; in large educational institutions such coöperation and mutual trust are not always present.

Attending to the physical affairs of a large school is a major task. For example, this year 9,774 jobs of various kinds were handled by the mechanical maintenance force of the Engineer. This was 135 more than in the preceding year. With maintenance work in the newer buildings gradually increasing, the number of jobs is bound to increase. However, maintenance jobs requiring the service of mechanics are being kept to a minimum owing to the fact that many repair jobs of a minor nature are taken care of by the janitors in the High School, Chapel, Armory, and Mechanical School, who are under the supervision of the Department of Grounds and Buildings. This lessens the load on the mechanical maintenance men.

Mention might be made of a few of the new pieces of work completed during the year by the maintenance force or by workmen from the outside under the supervision of the Engineer. On the exterior of Founder's Hall, scaffolding was erected, and all holes and ledges were boarded up or screened, in an attempt to eliminate the nuisance caused by birds and pigeons roosting around the building. The nuisance was partially eliminated as a result, but birds still roost around the capitals of the columns. To enclose these with screen would be a difficult and expensive matter, and would detract from the sightly appearance of the building. While the work done has eliminated a large part of the nuisance, there is still a sufficient number of birds roosting around the building to make cleaning necessary periodically, but less frequently than before. Use was also made of the scaffolding to examine the condition of the marble columns

and structure underneath the top of the portico. Several loose pieces of marble were removed, but the rest of the structure is still in good condition.

Leaks in the roof of the Chapel have been disconcerting. In order to determine the effectiveness of waterproofing in stopping the leaks, the entire east section of the roof was re-caulked and treated during the latter part of the year with two coats of a waterproofing material as an experiment. Since the roof does not leak during cold weather, it will be necessary to wait until the spring rains come in order to determine whether the treatment is successful. When the false roof was installed to catch the water leaking through the main roof, copper gutters were placed at the bottom of this roof, but were not drained because it was felt that there would not be a sufficient amount of water to cause them to overflow. However, during several heavy rains the copper gutters overflowed. Drains were then installed.

Pruning, surgery work, and the feeding of a large number of trees were done by an outside contractor. Labels showing both the common and technical names were placed on many of the trees. The grass in the circle inside the main entrance, in portions of the plots east of the High School, and west of Founder's Hall, had become crowded with weeds, and these plots were dug up and replanted with grass. Three drains were installed in the pavement outside the east entrance to the High School in order to drain water accumulating at that spot during heavy rains.

The caretaker's house at the Camp was put in livable condition, and for the first time this year the Camp had a caretaker who also acted as maintenance man for the entire year. Besides aiding in the renovation of the house, the caretaker did a great amount of cleaning out underbrush, leveling ground in addition to the regular maintenance work on the Camp buildings, routine work, and truck driving during the time the boys were at the Camp. There were at least three forest fires on the Camp property during the year.

These were prevented from spreading by the prompt action of the caretaker. With the caretaker on duty, it is no longer necessary to send a man from the College force to the Camp during the time that the boys are there. The sending of an employee to Camp during the summer months has greatly crippled our force, and on occasions necessitated the employment of extra labor. Altogether, having a full time caretaker on duty at the Camp has proved to be a very sound arrangement.

A few facts will serve to indicate the size of the physical operations of the College. In the course of making deliveries to the College a total of 12,073 trucks entered the North Gate during 1938. Eggs used in the College cost over fifteen thousand dollars, butter over nineteen thousand, flour over five thousand, ice cream over nine thousand, granulated sugar almost four thousand, fresh fruits and vegetables exclusive of canned and frozen articles over twenty-eight thousand, meats over forty-five thousand, and milk over forty-seven thousand. There is incidentally a decrease of 6.12 per cent in the expenditure for subsistence as compared with 1937.

Since the amount spent in 1938 for subsistence was \$244,074.02, the per capita cost for subsistence calculated on the basis of boys only, numbering 1727, was \$141.33, or \$4282 per day. If, however, all the officers and employees who are entitled to meals be included (boys 1727, officers and employees 355, total 2082), the per capita cost is \$117.23 or \$.3552 per day. The per capita cost a day for 1937 was \$.4561 for boys only and \$.3784 if others be included, a decrease in 1938 under 1937 of \$.028 and \$.023 a day respectively. In this calculation, as in that of former years, only eleven months or 330 days to the year have been counted. The two summer vacation months are counted as one, as approximately one-half our regular number are supplied with meals during this period.

The total ordinary expenditures for 1938 for the main-

tenance of Girard College amounted to \$1,676,224.88, according to preliminary estimates. The average number of students maintained was 1727, and the annual cost of maintenance per capita was \$970.60. Since the per capita cost in 1937 was \$995.61, there is a decrease for 1938 of \$25.01. It is to be noted, of course, that these figures indicate expenditures for all phases of the work of the College including, for example, the schools, home life, clothing, subsistence, laundry, and plant maintenance.

In this connection Appendix M will be of interest since it lists the total expenditures for the maintenance of Girard College and per capita costs for 1938, and those for the preceding fifteen years (1923 to 1937 inclusive), according to the official figures of the Comptroller.

Clothing costs, as well as food costs, were lower this year. Some modifications in our clothing arrangements were made. As a matter of fact, if we made no changes in clothing we should probably be getting into a rut. The parkas, a type of outer garment introduced last year, were found to have many good features and others less desirable. We hope that the mackinaw introduced this year will meet the boys' needs. These garments are now worn by smaller boys outside the College. They will take the place of any play garment, such as the parka, and combine the best properties of the parka and overcoat. There has been much favorable comment on the appearance and the general desirability of these mackinaws for the small boys. They are made of a plaid check wool material pleasing to the eye and durable in wear. It is expected that when our present stock of overcoats for the small boys has been worn out, they will be replaced by the mackinaws. This will probably take four or five years since the old overcoats will be serviceable for that length of time. Boys in the Junior School and the House Group have also been given "prep" caps, which are better in appearance and smaller than the golf caps previously provided. They are also more in

line with what other small boys are wearing in schools. The matter of head wear will be given further study.

The importance of proper food for growing boys cannot be overstated. The Mayor of New York City said recently that he hated to see too serious attention paid to the results of a child's Binet Test before he had been given the Borden and Sheffield Test, that is before it was determined if the child was getting enough milk. We feel that our boys get enough milk, and efforts are made every year to improve upon our handling of the food problem. Furthermore, we use the services of the United States Department of Agriculture in the grading of some foodstuffs. It is felt that the more we can employ the custom of having our foodstuffs rated by experts, such as the Department of Agriculture, and require certificates furnished with delivery, the better the College will be served.

Another development of recent years is the use of frozen foods, which are becoming more and more popular throughout the country. The quality is usually higher than that purchased in canned goods, as they have practically a fresh taste and flavor. The taste and flavor are usually destroyed through the canning process. The frozen foods, especially the berries and cherries, can be enjoyed throughout the year. We have secured the frozen filet of fish when it was not possible to get a fresh lot in winter. During this last year we have had occasion to purchase considerable quantities of frozen spinach, which can be depended upon when the fresh spinach in the market has been infested with bugs and is not desirable for food. The frozen foods, therefore, give us a larger range of foodstuffs from which to select. In many cases the frozen foods are better graded and prepared for cooking. The only objection to the frozen foods is that they cannot be stored but must be delivered just before they are to be used.

The food division of the College is one of the best equipped units of the sort anywhere, and it is always with pride

that we invite outside experts to visit it. One such authority, an officer of high rank in the United States Navy, wrote after he had paid a visit: "While I had heard much in praise of the establishment, yet what I saw for myself surpassed in excellence even what I had heard of it."

As a matter of fact, educators are apt to stay too close to their desks and pay too few visits to the divisions of their own institutions. This autumn three of our staff and the writer concluded a number of inspection tours of our buildings and grounds which were begun in the earlier part of the year. These inspections included every corner of all our buildings and playground areas and were useful in further acquainting ourselves with all aspects of our work and all parts of the physical establishment. They also provoked numerous suggestions that have led to changes and improvements in some of the minor details of the operation of the College.

THE CHAPEL

As Appendix N indicates, members of the College staff and laymen of distinction from outside have continued to contribute to the success of the Sunday morning chapel services, often at some personal sacrifice. Rear Admiral Wat T. Cluverius, for example, as his last platform appearance before his retirement as Commandant of the Philadelphia Navy Yard, delivered a stirring message to the boys only two days before he hauled down his flag.

The Chapel continues to play an important part in our program of character education. Although "the purest principles of morality," to use the words of Girard's Will, cannot be learned merely by attending chapel services, those principles can be better understood and felt through such a union of education and religion as the Chapel represents. Perhaps when Girard provided for the establishment of his College he had in mind the thought embodied in the words of Abraham

Lincoln: "I desire to see the time when education, and by its means, morality, sobriety, enterprise, and industry shall become much more general than at present."

ALUMNI

The rearrangement of the territorial file in the Department of Admission and Discharge has greatly facilitated work with alumni groups. Through the sponsorship of active up-state associations, all centers of residence in Pennsylvania except Williamsport and Altoona have been organized. For the first time, a South Jersey Association was formed. The central alumni body, under the able leadership of its president, Mr. John A. Diemand, coöperated in all efforts made to enliven the membership.

As usual, alumni activities at the College centered about Founder's Day. Mr. Eugene C. Pressler, of the Class of January, 1923, addressed the students in the morning. At the convocation of alumni in the afternoon Morris Wolf, Esquire, delivered the introductory address, and Mr. Robert U. Frey, of the Class of June, 1907, the anniversary address. Rear Admiral W. T. Cluverius, at that time Commandant of the United States Navy Yard, Philadelphia, reviewed the drill and parade of the Battalion following the convocation.

Other than the Founder's Day celebration and the banquet on the preceding evening, the highlight of the year for the Philadelphia Alumni group was the dinner held May 12th at the College for class representatives. Ninety men, representing the classes since 1890, attended. The dinner was held at the suggestion of the College administration in an effort to enlist the coöperation of the alumni in the placement of recent graduates and of alumni who have lost their positions because of industrial retrenchment. Thirty-two placements can be traced to the activity beginning with this dinner, although many of the results of such an effort may be expected to be cumulative rather than immediate.

A short time before, Mr. Diemand entertained twenty-five representatives of regional groups from Philadelphia and beyond, and this meeting undoubtedly went a long way to create a spirit of understanding and coöperation between groups that have hitherto shown a tendency to pull in different directions. The importance of a strong, unified alumni body working for the benefit of the College cannot be overemphasized.

Probably at no time in recent years has alumni interest in the College and its welfare been so great as it is now. This is due to the fine leadership provided by the President of the Alumni Association and his fellow officers, although much credit is also to be given to Mr. Macy and Mr. Pritchard who have pointed out to a large number of social alumni groups, both in and out of Philadelphia, how they may serve the College.

Last year there was a slight decrease in the number of our graduates attending colleges and universities, but in 1938 the number increased from 58 to 81. As against 23 institutions last year, 40 are represented this year, including Boston University, Brown University, Bucknell, Columbia, Drexel Institute, Franklin and Marshall, Harvard, Lafayette, Middlebury, the University of Pennsylvania, Pennsylvania State College, Rutgers, Swarthmore, Temple University, Wesleyan, West Point, and the Universities of Delaware, Michigan, Texas, and Wisconsin. The cost of higher education for able boys who wish to continue their education remains a serious problem, but such boys often find the loans from the Alumni Loan Fund make all the difference between being able and not being able to continue their studies.

Distribution of alumni by Pennsylvania counties and by states throughout the country is indicated in Appendices S and T respectively. Of the 5,789 alumni whose correct addresses are in our files, 4,802 reside in Pennsylvania, 965 are in other parts of the United States, and twenty-two in foreign countries.

CONCLUSION

The year 1938 has not dealt kindly with the world at large. Yet Girard College, like many of its sister educational institutions of this section of the country, has shown progress. Here at Girard we feel that our work has gone forward in all departments, especially in connection with our efforts to serve the needs of the individual boy and to avoid the faults of mass education.

Modifications have been made in our program of individual guidance, in which the Department of Admission and Discharge and the Department of Student Personnel have been especially coöperative and useful. One advance indicative of our efforts to have each boy make the most of his potentialities is the fact that during 1938 there were, in relation to the number of boys leaving the College, fewer boys dismissed for poor scholarship or misconduct than in any previous year in its history. In no small measure, the Committee on Review and Dismissals, which began its work this year, is responsible for salvaging so much human material.

While living conditions in some of the houses have been improved, it is more important to note that opportunities for boys of all groups to cultivate worth-while hobbies and leisure-time interests have been extended, and the new Activities Night, held for the first time in December, demonstrated the range of activities pursued by our boys and the quality and variety of their products. The work of our schools has also been strengthened, especially in so far as greater coöperation and coördination with other departments, such as the Household Department and the summer school staff, is concerned.

The program of public relations recently introduced and the growing activity of our organized alumni have increased the number of upstate job-placements and also the number of applicants for admission. On the part of the pub-

lic there is a more manifest interest in what Girard College is doing. Yet the casual visitor who may notice what buildings were erected during the last fifteen years fails to realize, of course, what efforts are being made from one year's end to the next to improve our physical facilities, to safeguard the health of the boys, and to train them for careers of honor and usefulness.

As this report approaches its end, it may not be inappropriate to note some of the anxieties that we entertain concerning the College. First of all, we are very eager that our staff give increasing emphasis to the individual boy and his needs to the limit that this is possible in any organization that deals with groups. We hope that we may honor, rather than humor, the individual boy; that is, as Boyd Edwards puts it, play up to his manliness rather than play down to his kiddishness. We wish to be able to follow the belief, so well expressed by the late President Eliot of Harvard, that "boys will respond to faith more promptly than to suspicion."

We desire that none of us may become mechanical in his work and resemble in any way the teachers described in Carlyle's "Sartor Resartus," "the like of whom will, in a subsequent century, be manufactured at Nurnberg out of wood and leather." A different apprehension is suggested by the words of another author of the last century, Samuel Taylor Coleridge. He tells an oft-cited story that reminds us that we must not fail to keep the middle ground between the so-called progressives and the so-called essentialists in educational theory: "Thelwall thought it very unfair to influence a child's mind by inculcating any opinions before it should have come to years of discretion, and be able to choose for itself. I showed him my garden, and told him it was my botanical garden. 'How so?' said he, 'it is covered with weeds.'—'Oh,' I replied, '*that* is only because it has not yet come to its age of discretion and choice. The weeds, you see, have taken the liberty to grow, and I thought it unfair



A TURN IN THE MAIN ROAD

in me to prejudice the soil towards roses and strawberries.' " Two years ago the writer summed up his hope that we should hold to the golden mean: "With our feet on the ground and our eyes on the road ahead, may we move forward, not turning aside at every birdcall of inane educational theory, but feeling the exhilaration every now and then of having our minds stretched by a new idea that will not permit them to shrink to their former dimensions! May we be progressive without being impulsive!"

It goes without saying that in the modern world a boy is not to think of his education as being completed at sixteen years or eighteen or twenty-two or forty. We are very anxious at Girard to show the older boy that the only worthwhile education is "one which is a continuing process going on throughout life," whether or not the individual attends a higher institution of learning. It is our task to acquaint him with the possibilities of part-time education and of self-directed study, and to encourage the necessary will power and incentive to pursue them. For no completely finished education is ever possible in either the cultural or the vocational aspects of man's life.

We are concerned also as to what kind of citizen the young alumnus will be. Will he think that the world owes him a living, or will he realize that he has enjoyed richer opportunities than most young men? Will he meet the world more than half way and be prepared to assume what might seem to be more than his share of its burdens? Will he stupidly grumble over necessary taxes, or will he learn to feel, as the late Justice Holmes put it, that paying taxes "is buying civilization"? Will he be cynical? Will his hours of reading, which we hope he will snatch from a busy life, be devoted to topics that make him hypercritical and blind to beauty and goodness when they are found? Will his passion for international news and for economic theory, fascinating but untrustworthy at best, kill any latent interest in literature, music, and art? It is well to remember what the

late President of the University of Minnesota told his students: "A man's wealth may be estimated by the number and intensity of his appreciations. An education which renders a student stronger in his power to criticize than in his capacity to enjoy is ruinous."

It is also the writer's hope that all of us at the College may study every opportunity to develop our best boys and to give to them the same amount of extra attention that we quite properly give to salvaging boys with the poorest qualifications. Training for democracy does not mean a leveling down to the point where the best boys are no longer trained as leaders for democracy. Stephen Girard would undoubtedly wish ours to be a democratic school, training boys for democracy in a world in which democracy is being challenged, for the Girard Will says: "And especially I desire that, by every proper means, a pure attachment to our republican institutions, and to the sacred rights of conscience, as guaranteed by our happy constitutions, shall be formed and fostered in the minds of the scholars." It is easy to see how our awareness of the necessity of training for democracy encourages our interest in guidance and in emphasis upon the needs of the individual boy, for the democratic school, as a writer recently put it, "is an institution which aims to promote the ideal of 'free and equal' by taking proper account of individual differences and by relying on the principle of community living." We are not likely to forget this.

Above all things, Girard College is a school. We are anxious that in our training of boys we shall not lose sight of what it means to be truly educated. "Whom do I call educated?" asked Isocrates, a shrewd ancient. "First, those who control circumstances instead of being mastered by them, those who meet all occasions manfully and act in accordance with intelligent thinking, those who are honorable in all dealings, who treat good naturedly persons and things that are disagreeable, and furthermore, those who hold their

pleasures under control and are not overcome by misfortune, finally those who are not spoiled by success." And perhaps that is what we mean by character education!

Respectfully submitted,

MERLE M. ODGERS,
President.

APPENDIX A

CHANGES IN STAFF IN 1938

RESIGNATIONS

MILDRED W. LEVITT, D.H., Dental Hygienist	February 28
JOHN V. MERSHON, D.D.S., Sc.D., Visiting Dentist	July 1
JACK SWEEL, B.S., Housemaster	August 31
ADELE K. JUNG HENDRICKS, B.S., Teacher ..	August 31
ELINOR A. DOERR, B.S., Governess	August 31
EMALYN R. WEISS, A.B., A.M., Assistant to the Director of Student Personnel	August 31
ANDREW DONATH, D.D.S., Assistant Dentist	September 30
ELIZABETH J. SMYTHE, R.N., Night Nurse	September 30
GEORGE D. HOAGLAND, D.D.S., Assistant Dentist ..	October 11

RETIREMENTS

FRANK D. WITHERBEE, Sup't of Admission and Discharge	March 31
ROBERTA H. HOBBS, Teacher	August 31
DELLA M. ADAMS, Governess	December 31

DEATHS

GEORGE W. PRICE, Retired Housemaster	June 6
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APPOINTMENTS

JOHN H. BOMGARDNER, A.B., Ed.M., Housemaster	February 1
WILFRED BONSIER WOLCOTT, Jr., A.B., A.M., M.S., Teacher of Foreign Languages	February 1
PAULINE RANCK, B.S., Teacher	September 1
ADELAIDE RUSSELL, A.B., Teacher	September 1
JULIET E. STACKS, B.S., A.M., Governess	September 1
FERN MCCrackEN, A.B., Teacher	September 1
MARGARET A. FORREST, B.S., A.M., Ass't to the Director of Student Personnel	September 1
WILLIAM A. YOTTEY, B.S., Housemaster	September 7
RUTH WORTHINGTON, Substitute Governess	September 27
ELIZABETH J. RITCHIE, R.N., Relief Nurse	October 1
MARGARET L. HUET, R.N., Night Nurse	October 1
CHARLES K. GARVER, D.D.S., Assistant Dentist	October 15

TRANSFERS

S. HERMAN MACY, A.B., Acting Sup't of Admission and Discharge to Sup't of Admission and Discharge	April 1
J. DONALD STONE, D.D.S., Exodontist to Assistant Director of the Health Service in charge of the Dental Clinic	July 1

APPENDIX B

LECTURES AND ENTERTAINMENTS—1938

Friday, January 7:

Illustrated Lecture—

“My Animal Friends”

C. Emerson Brown

Friday, January 21:

Comedy-Drama—

“Broken Dishes”

The Pollard Players

Friday, February 4:

Concert—

Students of Zeckwer-Hahn Philadelphia Musical
Academy

Friday, February 18:

Illustrated Lecture—

“Burma—Land of the Golden Pagoda”

H. C. Ostrander

Friday, March 4:

Entertainment—

“Chemistry Show”—

Members of Franklin Institute Staff

Concert—Ambassador Quartet

Friday, March 18:

Concert—Chamber Music Ensemble

From the Curtis Institute of Music

Friday, April 1:

Lecture—

“Close-Ups of Famous People”

C. William Duncan

Friday, April 22:

Illustrated Lecture—
"Through Giant Telescopes"
Everett Grant

Friday, October 14:

Lecture—
"Horace Alive for Twenty Centuries"
Dr. Merle M. Odgers
Lecture and Demonstration—
"The Potter and His Wheel"
Edwin M. Dill

Friday, October 28:

Hallowe'en Entertainment—
"An Evening of Magic"
Paul Fleming
Magic
George Morton

Friday, November 18:

Entertainment—
Aviation Show
Franklin Institute Staff

Friday, December 2:

Student Activities Night

Saturday, December 17:

Christmas Concert—
Musical Organizations of Girard College

Saturday, December 24:

Christmas Eve Entertainment—
"A Christmas Carol" by Charles Dickens
Haines' Marionettes

APPENDIX C

INTERSCHOLASTIC SPORTS SUMMARY

	<i>Won</i>	<i>Lost</i>	<i>Tied</i>
Swimming	11	1	
Baseball	4	4	2
Track	6	3	
Soccer	7	2	1
Basketball	1	10	
Gymnastics	3	3	
Total	32	23	3

APPENDIX D

RECORD OF SCOUT ACTIVITIES 1934-1938

	1934	1935	1936	1937	1938
Number of Scouts	66	87	116	198	310
Tenderfoot	46	22	47	111	136
Second Class	15	41	36	51	114
First Class	4	15	22	23	24
Star	0	7	5	5	27
Life	1	2	6	6	7
Eagle				2	2
Merit Badges	13	76	128	203	435

APPENDIX E

GIRARD COLLEGE CAMP STAFF

Superintendent of Camp Archibald Ralston
Camp Physician Lewis H. Armentrout, Jr., M. D.

COUNCILORS

John R. Brown
Alexander J. Davit
Lawson S. Earl
Russell O. Hess
Joseph M. Hewlett
Howard Hinkel
Herbert W. Horner
John B. Kirkpatrick
Bernard H. Kravitz
Robert E. Lee

Robert A. Livingston
M. Kennard Markley
Harrison Nace
Edward Napoliello
Francis Neibert
Mark S. Rice
George A. Tapper
Rexford E. Tompkins
Glen M. Weakley
William A. Yotter

APPENDIX F

STAFF OF SUMMER SCHOOL—1938

Principal ..	Dr. William E. Burkard
Supervisor of Handwork	Viola R. Collins
Tutor for High School Subjects	Iredell L. Aucott
Tutor for High School Subjects	John Diehl
Tutor for High School Subjects	Nathaniel K. Krassenstein
Tutor for High School Subjects	Matthias H. Richards
Tutor for High School Subjects	Charles C. Smith
Auditorium Teacher	Alberta Schenbecker Lewis
Shop Teacher	Earl D. Springer
Accompanist	Louis C. Doelp

TEACHERS OF RECREATIONAL ACTIVITIES

George J. Epley	Oscar M. Havsy
George W. Harlow	James J. Lamond

ELEMENTARY SCHOOL TEACHERS

TUTORS

Laura E. Harman	Lillian A. Reece
Freda W. Thomas	

BOOKWORK

Edna L. Adams
Ernest A. Choate
Charles K. Hay
Bessie S. Husted
K. Adessa Martin
Gladys Montgomery
Bertha B. Wagenhurst
Elsie S. White

HANDWORK

Frances H. Biester
Eleanor T. Crouse
Gertrude M. Ehinger
Dorothy G. Finkbeiner
Russell M. Leonard
Irene D. MacMillan
John T. Mladjen
Florence M. Smith
Christina Z. Vecchione

APPENDIX G

SUMMARY OF LIBRARY STATISTICS

BOOK CIRCULATION IN MAIN LIBRARY

Book Classification	Main Department		Children's	Total	Total
	Boys	Adults	Room	1938	1937
General Works.....	33	84	21	138	135
Philosophy.....	95	269	2	366	371
Religion.....	34	126	214	374	394
Sociology and Folklore..	910	1042	3735	5687	4901
Languages.....	88	38	53	179	227
Science.....	672	284	840	1796	1988
Useful Arts.....	1363	465	1154	2982	3071
Fine Arts.....	1310	754	1252	3316	2880
Literature.....	1322	900	247	2469	2947
History.....	784	446	761	1991	2345
Travel.....	306	636	290	1232	1239
Biography.....	866	576	434	1876	2057
Fiction.....	11735	4757	9170	25662	26184
Periodicals.....	353	13089	0	13442	16160
Total Circulation.....	19871	23466	18173	61510	64899
Main Department Circulation..	{ Boys.....			19871	19878
	{ Adults.....			23466	25894
Children's Room Circulation.....				18173	19127
Grand Total book circulation.....				61510	64899

ATTENDANCE IN MAIN LIBRARY

		1938	1937
Main Department attendance..	{ Boys.....	69890	65716
	{ Adults.....	3677	3496
Children's Room attendance.....		18350	19803
Grand Total attendance.....		91917	89015

ELEMENTARY SCHOOL LIBRARY-LABORATORY

	1938
Number of films loaned for classroom use.....	391
Number of slides loaned for classroom use.....	1849
Attendance of boys for art talks.....	2856
Attendance of boys for research.....	13672

BOOKS ADDED TO THE LIBRARY

Non-Fiction.....	2100
Fiction.....	1227
Periodicals (Bound volumes).....	54
Total number of volumes added to the Library in 1938.....	3381
Total number of volumes discarded in 1938.....	390
Total accessions to date.....	69339
Total unaccessioned bound volumes to date.....	6901
Total discarded and lost to date.....	12056
Total approximate number of volumes in the Library in 1938.	64184

APPENDIX H

ANALYSIS OF DISMISSALS

	1934	1935	1936	1937	1938
Graduates	98	82	91	93	92
Intermediate High School	13	8	13	19	26
Became 18 years old	4	4	5	3	1
Post High School Students	20	16	15	19	18
	135 (72.5%)	110 (69.2%)	126 (75.3%)	134 (70.9%)	137 (78.7%)
Failure in Scholarship					
At fourteen	2	6	3	—	—
At fifteen	7	8	10	4	2
At sixteen	8	5	5	10	2
At seventeen	14	1	3	7	2
At eighteen	7	—	—	—	—
	38 (20.4%)	20 (12.6%)	21 (12.7%)	21 (11.1%)	4 (2.3%)
Request of Mother	3 (1.6%)	3 (1.9%)	3 (1.8%)	2 (1.1%)	3 (1.7%)
Unfavorable Conduct					
Less than fourteen	—	2	2	3	4
At fourteen	1	3	3	5	2
At fifteen	3	9	2	6	3
At sixteen	3	4	1	8	9
At seventeen	1	4	3	1	3
At eighteen	1	—	—	—	—
Expulsion	—	1	—	—	4
	9 (4.8%)	23 (14.5%)	11 (6.6%)	23 (12.7%)	23 (14.4%)
Physical Disability	—	2	2	8	1
Died	1	1	3	1	4
Finances	—	—	—	—	—
	186	159	166	189	174

APPENDIX I

PLACEMENT EXPERIENCE OF FOUR YEARS

Month	1935	1936	1937	1938	Total
January	27	52	59	61	199
February	17	37	24	20	98
March	19	40	40	22	121
April	21	32	28	35	116
May	24	35	56	29	144
June	32	46	57	26	161
July	42	45	78	28	193
August	42	41	19	17	119
September	32	113	47	40	232
October	26	34	50	33	143
November	27	26	19	51	123
December	18	20	28	23	89
Totals	327	521	505	385	1738

APPENDIX J

ANALYSIS OF PLACEMENTS BY OCCUPATIONAL FIELD

Field	Character of Work	Boys Engaged	% of Jobs to Field Total	Total Jobs Each Field	Field % to Total
1. AGRICULTURE	Farm Hand Dairy Hand	8 2	80 20	10	3
2. MINING		0	0	0	0
3. MANUFACTURING					
Trades (48%)	Drafting and Design	5	4		
	Electrical	5	4		
	Machine Shop	18	14		
	Painting	1	1		
	Power (Stationary Engineer)	3	2		
	Printing	15	11		
	Woodworking	16	12		
	Chemical	7	15		
	Factory Production	57	44		
	Sales	4	3	131	34
4. TRADE	Sales (Inside) Sales (Outside) Service Stock Work	19 15 4 95	12 11 3 71		
5. TRANSPORTATION	Motor Delivery	13	100	13	3
6. CLERICAL SERVICE	Accounting Clerk General Clerk Stenographer	16 39 27	19 48 33	82	21
7. DOMESTIC & PERSONAL SERVICE	Hotel Laundry	3 1	75 25	4	1
8. PUBLIC SERVICE	Government	12	100	12	3
9. PROFESSIONAL		0	0	0	0
		385		385	100

APPENDIX K

MEDICAL STATISTICAL REPORT

The following is a record of the diseases, operations, and other matters of record for which students of the College were under observation in the infirmary during the year ending December 31, 1938:

Abrasion of cornea, traumatic.	1	Measles,	96
Abscess	2	Measles, German	1
Acne	1	Migraine	2
Adenitis	6	Mumps	24
Bronchitis, Acute	62	Myalgia	2
Bronchitis, Chronic	9	Myositis, Acute	1
Cellulitis	3	Nasopharyngitis, Acute	1
Chicken Pox	32	Observation	24
Cholangitis, Acute	1	Otitis media, Acute	30
Cholecystitis	1	Otitis media, Chronic	2
Concussion	3	Papilloma	1
Conjunctivitis, Acute	103	Pharyngitis, Acute	15
Constipation	36	Pleurisy, Acute	4
Contusion	2	Pneumonia, Lobar	5
Coryza, Acute	3	Polyp, Nares	1
Cystitis, Acute	1	Rheumatic Infection, Carditis	8
Dermatitis Actinica	1	Rhinitis, Acute	11
Dehydration	1	Roseola infectiousum	1
Dietetic Indiscretion	181	Scabies	11
Dislocated elbow	1	Scarlet Fever	6
Ecchymosis, eyelid	1	Serum Reaction	8
Eczeima	1	Sinusitis	6
Enteritis, Dietetic	3	Sprains	8
Enuresis	1	Stomatitis, Vincent's	2
Foreign Body, Digestive tract	2	Suppuration, Post Dental Ex-	
Fractures	9	traction	1
Furunculosis	14	Tinea Circinata	6
Gastro-enteritis	2	Tinea Trychophytina	27
Hematoma, Thigh	1	Tinea Versicolor	2
Hyperthyroidism	1	Tonsillitis, Acute	6
Icterus, Acute catarrhal	1	Trauma, Eye and Nose	1
Impacted cerumen, Ear	2	Tumor, Giant cell, non-malignant	1
Impetigo contagiosa	4	Wounds, Contused	3
Infected molar, Traumatic	1	Wounds, Infected	2
Infected root canal	1	Wounds, Lacerated	4
Infection, Acute	2		
Influenza, Acute	40	Total	903
Keratitis, Phlyctenular	1		
Laceration, Cornea	1		
Laryngitis, Acute	39	Operations:	
Laryngotracheitis, Acute	1	Amputation, 1st joint middle finger	1
Lichen, urticatus	1	Appendectomies	5
Lymphangitis, Acute	1		

Circumcision	81	and Ethmoidectomy	1
Excision cyst, lower lip.....	1	Multiple excision of varicose	
Extractions, Dental	85	veins	1
Division lower attachment, pal-		Muscle advancements for stra-	
maris longus	1	bismus	3
Excision pre-patellar bursa....	1	Open reduction dislocated pha-	
Excision cyst over ear.....	1	lanx, tendon sutured, middle	
Incision and drainage, cellu-		finger	1
litis foot	1	Reduction fracture, both bones,	
Incision and drainage, infected		forearm	1
wound, knee	1	Reduction dislocated elbow....	1
Invagination and carbolization		Removal nasal polyp	1
for hydrocele	1	Removal of spicula of bone....	1
High ligation of veins for		Removal of tonsils and ade-	
varicocele	3	noids	41
Ligation of long saphenous vein		Submucous resections	4
and removal of enlarged		Toreks, 2nd stage, for unde-	
gland, varicose veins, leg..	1	scended testicles	2
Mastoidectomy, simple	2		
Mastoidectomy, Radical	1	Total operations	244
Modified Killian, Caldwell-Luc			

DEATHS:

Feingold, Sydney J.: Rheumatic Infection, Pancarditis, Ac.Dilatation	
Flory, William E.: Accidental death while on vacation.	
Paulin, Eugene L.: Ac. Otitis media; lobar pneumonia.	
Reif, LeRoy Wm.: Fracture left femur and skull; internal injuries.	
Total deaths.....	4
TOTAL	1151

DISPENSARY TREATMENTS:

Infirmary	41012
Otolaryngological	1146
Ophthalmological	1824
Total Dispensary Treatments.....	43982
Average number hospital days per patient.....	8.9
Average daily census	23.9

APPENDIX L

DENTAL STATISTICAL REPORT

Examinations.....	4101
Diagnostics.....	2919
Amalgam Fillings.....	6824
Phosphate Fillings.....	378
Gutta-percha Fillings.....	92
Silicate Fillings.....	115
Gold foil Fillings.....	73
Zinc Oxide and Eugenol Fillings.....	281
Temporary Stoppings.....	254
Temporary Teeth Extracted.....	630
Permanent Teeth Extracted.....	35
Impacted Teeth Removed.....	98
Root Canals Treated.....	178
Root Canals Filled.....	12
Dental Radiographs.....	5310
Medical Radiographs.....	110
Bridges.....	4
Porcelain Jackets.....	7
Prophylaxis.....	2081
Impressions.....	16
Inlays.....	4
Separations.....	7
Cavity Preparations.....	8137
Cement Linings.....	1446
Number of Treatments.....	4781
Total Number of Operations.....	33290
Patients.....	12224
Orthodontic Treatments.....	3491

APPENDIX M

Total Ordinary Expenditures for Maintenance of Girard College, and Per Capita Costs 1923 to 1938

<i>Year</i>	<i>Total Expenditure</i>	<i>No. of Students</i>	<i>Per Capita Cost</i>
1923.....	\$1,421,186.40.....	1526.....	\$ 931.31
1924.....	1,431,142.72.....	1517.....	943.40
1925.....	1,586,597.22.....	1526.....	1,039.70
1926.....	1,657,530.72.....	1530.....	1,083.35
1927.....	1,602,107.54.....	1531.....	1,046.45
1928.....	1,728,988.43.....	1529.....	1,130.80
1929.....	1,758,447.33.....	1526.....	1,152.32
1930.....	1,778,823.26.....	1530.....	1,162.63
1931.....	1,789,561.00.....	1610.....	1,111.52
1932.....	1,714,971.35.....	1712.....	1,001.74
1933.....	1,534,755.41.....	1735.....	884.59
1934.....	1,491,938.43.....	1724.....	865.39
1935.....	1,550,505.42.....	1726.....	898.32
1936.....	1,670,859.90.....	1727.....	967.49
1937.....	1,719,417.75.....	1727.....	995.61
1938.....	1,676,224.88.....	1727.....	970.60

APPENDIX N

CHAPEL SPEAKERS—1938

- January 2—Mr. John W. Leydon, Teacher, Girard College.
9—Mr. O. Howard Wolfe, Business Man, Philadelphia.
16—Dr. Charles J. Turck, Board of Christian Education of the Presbyterian Church.
23—Dr. Edgar J. Fisher, Assistant Director, Institute of International Education, New York City.
30—Mr. Walter A. Staub, Business Man, New York City; Alumnus, Girard College.
- February 6—Mr. M. Wistar Wood, Secretary, the General Alumni Society of the University of Pennsylvania.
13—Honorable Thomas A. Logue, Secretary of Internal Affairs, Commonwealth of Pennsylvania.
20—Dr. Edwin M. Wilson, formerly Headmaster, The Haverford School, Haverford, Pa.
27—Mr. E. Newbold Cooper, Supervising Principal of the Elementary Schools, Girard College.
- March 6—Mr. George F. Norton, Business Man, Philadelphia; Alumnus, Girard College.
13—Honorable Roland S. Morris, Board of Directors of City Trusts, Philadelphia.
20—Mr. S. Herman Macy, Acting Superintendent of Admission and Discharge, Girard College.
27—Mrs. William E. Lingelbach, Board of Public Education, Philadelphia.
- April 3—Mr. Emil Zarella, Senior Housemaster and Alumnus, Girard College.
10—Mr. George W. Casey, Executive Secretary, the Big Brother Association, Philadelphia.
17—Mr. James D. White, Teacher and Alumnus, Girard College.
24—Dr. Alfred E. Stearns, President Emeritus, Phillips Academy, Andover, Massachusetts.
- May 1—Dr. Merle M. Odgers, President, Girard College.
8—Mr. Cornelius B. Boocock, Headmaster, The Haverford School, Haverford, Pa.
15—Dr. Cheesman A. Herrick, former President of Girard College.

- 22—Mr. E. Elmer Staub, Business Man, Detroit, Michigan; Alumnus, Girard College.
- 29—Mr. Earl Jay Gratz, Attorney, Philadelphia; Alumnus, Girard College.
- June 5—Mr. William C. Sparks, Supervisor of Playgrounds and Recreation, Girard College.
- 12—Mr. J. S. F. Ruthrauff, Teacher, Girard College.
- 19—Dr. David A. McIlhatten, Teacher, Girard College.
- 26—Mr. G. Curtis Pritchard, Assistant Superintendent of Admission and Discharge, Girard College.
- July 3—Mr. John C. Donecker, Assistant to the President, Girard College.
- 10—Mr. George C. Foust, Teacher, Girard College.
- 17—Dr. William E. Burkard, Principal, Tilden Junior High School, Philadelphia.
- 24—Dr. I. Richard Adelizzi, Physician, Philadelphia; Alumnus, Girard College.
- 31—Mr. Alford G. Otto, Playground Teacher and Coach, Girard College.
- August 7—Mr. John P. Dunlevy, Swimming Instructor, Girard College.
- 14—Mr. Albert H. Schoell, Teacher, Girard College.
- 21—Mr. George R. Dulebohn, Teaching Housemaster, Girard College.
- 28—Captain Howard Kirk, Attorney, Media, Pa.
- September 4—Mr. George O. Frey, Director of Instrumental Music, Girard College.
- 11—Dr. Merle M. Odgers, President, Girard College.
- 18—Dr. John L. Haney, President, Central High School, Philadelphia.
- 25—Mr. Justice Owen J. Roberts, Supreme Court of the United States.
- October 2—Mr. Franklin Spencer Edmonds, Attorney, Philadelphia.
- 9—Mr. Joseph A. Davis, Superintendent of Household, Girard College.
- 16—Mr. Charles E. Bowman, Teacher, Girard College.
- 23—Mr. Walter A. Staub, Business Man, New York City; Alumnus, Girard College.
- 30—Mr. Harry E. Paisley, Retired Railway Executive, Philadelphia.

- November 6—Dr. Ralph L. Johnson, Teacher, Girard College.
 13—Rear Admiral W. T. Cluverius, Commandant, League
 Island Navy Yard, United States Navy, Philadelphia.
 20—Dr. Raymond I. Haskell, Teacher, Girard College.
 27—Mr. Homer Rodeheaver, Business Man, Philadelphia.
- December 4—Dr. Merle M. Odgers, President, Girard College.
 11—Dr. James Francis Cooke, President, Presser Founda-
 tion, Philadelphia.
 18—Miss Louise G. Sigmund, Teacher, Girard College.
 25—Mr. Karl R. Friedmann, Teacher, Girard College.

APPENDIX O

ANNIVERSARIES AND COMMENCEMENTS—1938 SPEAKERS

- Commencement, January 20,
 George William McClelland, Ph.D., LL.D.,
 Vice-President, University of Pennsylvania,
 Philadelphia, Pa.
- Lincoln's Birthday, February 12,
 Gordon A. Block, Esquire,
 Philadelphia, Pa.
- Founder's Day,
 Mr. Robert U. Frey,
 Class of June, 1907
- Founder's Day (Morning Assembly of Students),
 Mr. Eugene C. Pressler,
 Class of January, 1923
- Commencement, June 16,
 Levering Tyson, Litt.D.,
 President, Muhlenberg College
- Thanksgiving Day,
 Mr. George W. Elliott, Executive Secretary,
 Philadelphia Chamber of Commerce,
 Philadelphia, Pa.

APPENDIX P

SAVINGS FUND ACCOUNT

	<i>Deposits</i>	<i>Withdrawals</i>	<i>Totals</i>
1896.....	\$234.07	\$5.00	\$229.07
1897.....	446.79	22.52	653.34
1898.....	437.04	113.91	976.47
1899.....	340.12	70.35	1246.24
1900.....	452.36	153.20	1545.40
1901.....	503.79	164.42	1884.77
1902.....	518.81	367.73	2035.85
1903.....	606.70	486.67	2173.88
1904.....	743.21	482.02	2435.07
1905.....	758.20	419.51	2773.76
1906.....	764.80	842.31	2696.25
1907.....	939.74	246.00	3389.99
1908.....	851.72	510.95	3730.67
1909.....	970.88	651.36	4050.28
1910.....	828.70	945.88	3933.10
1911.....	1334.14	800.55	4466.69
1912.....	1360.27	949.32	4877.64
1913.....	1694.00	568.10	6003.54
1914.....	1704.91	709.20	6999.25
1915.....	1678.12	360.24	8317.13
1916.....	1941.61	1082.02	9176.72
1917.....	2642.82	1273.05	10546.49
1918.....	2437.31	2166.01	10817.79
1919.....	3061.17	1589.75	12289.21
1920.....	5344.45	1439.28	16194.38
1921.....	4449.56	2168.74	18475.20
1922.....	5129.14	3847.16	19757.18
1923.....	7862.49	3776.38	23843.29
1924.....	8154.29	5518.71	26478.87
1925.....	6525.28	5660.56	27343.59
1926.....	8071.35	4362.05	31052.89
1927.....	7126.36	7907.78	30271.47
1928.....	6772.82	6777.37	30266.92
1929.....	6499.43	6576.52	30189.83
1930.....	6123.30	7257.47	29055.66
1931.....	5432.44	5674.36	28813.74
1932.....	4898.10	7558.15	26153.69
1933.....	4029.55	7616.56	22566.68
1934.....	4110.27	9538.32	17138.63

1935	4814.10	6108.77	15843.96
1936	5576.91	6927.07	14493.80
1937	7383.15	6060.10	15816.85
1938	6369.56	5342.98	16843.43
	<u>\$141,923.83</u>	<u>\$125,080.40</u>	<u>\$16843.43</u>

Interest to December 31, 1937	18,892.31
Total interest for the year ending December 31, 1938	748.93
Total Savings Fund Deposits December 31, 1938	35,871.33
Accounts opened in 1934	160
Accounts opened in 1935	135
Accounts opened in 1936	155
Accounts opened in 1937	177
Accounts opened in 1938	155
Total number of accounts December 31, 1934	1364
Total number of accounts December 31, 1935	1362
Total number of accounts December 31, 1936	1361
Total number of accounts December 31, 1937	1371
Total number of accounts December 31, 1938	1377

APPENDIX Q

PRIZES AND HONORS

One key man award (a portable typewriter) was made during the year, to William R. Fleming, Class of June, 1938, for the best all around record in scholarship, athletics, citizenship, and extra-curricular activities.

Gold watches were presented according to the terms of the will of the late General Louis Wagner to the students of the graduating classes having the highest scholarship averages for their last two years' work.

September Award—William H. Hoyt, Jr.

February Award—Marvin T. Fassett

Bronze medals were presented by l'Alliance Française to the High School students showing the greatest proficiency in the study of the French language and literature:

September Award—Michael J. Pohorilla

February Award—William Irvin

Special prizes were presented by various individuals and groups of the Alumni.

The "Early Eighties" prizes, presented in the name of John Humphreys, were awarded in September for the best short stories produced by the members of the Senior Classes and in February for the best descriptive essays on the annual trip of the Senior Classes to Washington, as follows:

September	February
1. Frederick J. Foreaker \$7.00	James J. Malloy ... \$7.00
2. Carlo Aletti.....\$5.00	Samuel A. Cleff , ... \$5.00

The "Early Eighties" prizes, presented in the name of Herman C. Horn for the best essays on "Safety on City Streets" by students of the Second High School Year, were awarded as follows:

September	February
1. Frank J. Obermeier...\$6.00	Edward P. Berman.....\$6.00
2. Henry Niwinski.....\$4.00	Richard I. Helder... ..3.50
3. George E. Hinkel . 2.00	William Irvin2.00

The "Early Eighties" prizes, presented in the name of John E. Rodgers for proficiency in drafting or some branch of manual training, were awarded as follows:

September	February
1. William H. Markley, Electrical Shop	\$7.00
2. Anthony Fria, Machine Shop Practice	5.00
1. William H. Pfeifer, Trade Drafting	\$7.00
2. John Calcavecchia, Foundry Practice	5.00

The "Early Eighties" prizes, presented in the name of Joseph A. Campbell for proficiency in penmanship, were awarded as follows:

September	February
1. George E. Hinkel....\$7.00	Clyde L. Rupert \$7.00
2. Francis X. Dugan.....5.00	Charles Kirschbaum.....5.00

The "Early Eighties" prizes, presented in the name of Henry Kraemer for proficiency in chemistry, were awarded as follows:

September	February
1. John S. Stevenson...\$11.00	Earl H. Kramer.....\$10.00
2. Edwin Dorfman.....6.00	Richard J. Green.....5.00

The House Scholarship Trophy, presented by the class of

June, 1921, to the house attaining the highest average of the combined term scholarship records for the preceding term, was awarded as follows:

September—Banker Hall	Average 2.29
February—Banker Hall	Average 2.14

The Art Class prizes, awarded to the students of that class for achievement, progress, and improvement in drawing and water color painting, and in modeling, were presented in February as follows:

Francis X. Dugan.....	1.00
Theodore N. Sherman	1.00
Vincent Filipone	1.00
Robert P. Johnston	1.00
Edwin L. Schmidt	1.00

Bronze medals awarded by the American Legion, through the Stephen Girard Post, No. 320, to the students of the highest grammar school grade for the best records in scholarship, athletics, and citizenship combined, were presented as follows:

September	February
Serafino Leodore	Robert C. Myers

Special prizes were also presented by the College to cadets for meritorious service in the Military Department as follows:

To the Captain of the company excelling in competitive drill, and to the Captain of the company ranking second:

September Awards

1. Archie M. Ackroyd, Company C, Saber
2. John O'Hara, Company B, Silver Medal

February Awards

1. Henry DeVuono, Company A, Saber
2. Clifford B. Mengel, Company C, Silver Medal

Photographs of the winning companies were presented to members of those companies.

A silver medal was awarded each term to the cadet ranking highest in individual drill, and a bronze medal to the cadet ranking second:

September Awards

1. Albert K. Naseef, Sergeant, Company C
2. Stephen Podgoriski, Private, Company D

February Awards

1. Russell W. Roberts, Sergeant, Company B
2. John H. Thompson, Sergeant, Company D

Prizes presented by the College for proficiency in manual arts:

September Awards

1. John J. Burns, books to the value of .. \$5.00
2. Anthony Ferrero, books to the value of..... 3.00

February Awards

1. Frank Salvo, books to the value of .. \$5.00
2. Paul Meisenbach, books to the value of .. 3.00

Prizes presented by the College in February for the best singing with soprano or alto voice:

1. Donald P. Lenox, books to the value of \$5.00
2. James L. Mathis, books to the value of 2.50

Prizes presented by the College in September to students showing greatest proficiency and greatest improvement in piano music:

1. Carlo Aletti .. \$5.00
2. Walter F. Hartfield 2.50

HIGHEST SCHOLASTIC HONORS IN THE HIGH SCHOOL

Carlo Aletti, James Cascardo, Marvin Taylor Fassett, Charles Gentile, William Frederick Gross, Walter Francis Hartfield, Elmer Davis Hess, Walter Jacoby, Royle Mauger Mills, John Ross McMichael, Dale Marl Pentz, Robert Eugene Reinhard.

SCHOLASTIC HONORS IN THE HIGH SCHOOL

Norman Frank Ames, Edward Anderson, Emil Rupert Blade, Samuel Aaron Cleff, Walter Hutchinson Costello, David Paul Dunmire, Arnold Ehrlich, Joseph Glasser, Francis Gorman, Robert Maginnis Hoyt, Leon Frank Juraski, Richard David Lambert, James Joseph Malloy, Michael John Pohorilla, Harold Irving Rosenbaum, John Joseph Rothrock, John Bastisto Salerno, William Warren Snyder, Richard Wilson Stephens, William Joseph Tridico, Walter Hugh James Williams.

APPENDIX R

GRADUATES

Following are the names of those who were graduated from the College in 1938:

CLASS OF JANUARY, 1938

Philip Abele	Lewis Earl Mills
George Robert Agnew	Maurice William Myers
Neshan Alexanian	Matthew Niwinski
Irving Aschendorf	Johan Hugo Norman*
William Bankhead	Guy Clinton Obrecht
George Clark Barclay	Lawrence Paglia
Frank Bavuso	Edward James Parry
Sidney Blittman	Ralph Bernard Paskman
Milton Brown	Antonio Pontari
Paul Cooke*	Geoffrey Joseph Powers
Leslie Cooper	John Previti
Antonio Luigi Corbo*	Fred Egan Rapp
Joseph Aloysius Corr	Dale George Reber
Carmen Cullurafi	Domenico Ripani
David Davies	John Harold Roschel
George Kent Driscole	Angelo Joseph Sammartino
Willard Leslie Ebert	Robert George Sands
Aaron Ehrlich	David Russell Schwerdt
Neal Elliott	Clyde LeRoy Shaffer
Rocco Fanelli	William Draper Slawter
Samuel George Fisher*	John Hamilton Smith
Charles Martin Fossler	Ned Francis Stake*
Henry Palmer Frankenfield	John Andrew Swank
Gerald Aubrey Himes	Leon Charles Tashjian
Howard Hinkel*	Lawrence Edward Thomas
George Brownfield Hutchinson*	Theodore Perry Tofstupall
Lafayette Kirban	Charles Tonn
Edward Klank	William Vassallo
Bernard Vernon Klinges	Daniel Edgar Warsing
Calvin Ernest Knauth	Richard Joseph Williams
Bernard Herman Kravitz	Richard Charles Wolfe*
Joseph Vincent Larkin	William Henry Wolfe*
Robert Edward Lee*	Robert Horton Work
Harry Long	Charles Wesley Young
Harry Walter Loscziowsky	Louis Ege Zobel

*Members of National Honor Society

CLASS OF JUNE, 1938

Archie Martin Ackroyd*	James Henry Johnson
Michael Ardito	Francis Lisle Kendall*
Allan Edward Bair	Robert Kosko
Arthur Barni	Albert Odus Lambert
Walter Dean Beam	Samuel Sylvester Lambert
Leonard Berger	Abraham Lipp
August Caniki*	Andrew Watson McAuley
Ernest Carey	Walter McCracken*
Eugene Frank Chillell	George Foster McFarland*
Joseph Chisari	William Harrison Markley
Vincent Coletti	John Joseph Merrick
Joseph D'Antonio	Daniel Moyer
Harry DiGennaro	Jacob Muhlstein
Arthur DiJoseph	John Joseph Murphy
Edwin Dorfman	James Lewis Neveil
William Drumheller	John O'Hara
Russell C. Dunkelberger	Arnold Norris Parris*
Walter Raymond Eckman	Edward Merwyn Parton
Morris Zehnter Eisenhard	Michael Pulcinelli
Russell Wilson Erdman	Ralph Benfield Shankweiler
William Robbins Fleming*	Elmer William Shlegle
Anthony Fria	Edwin James Smith
Frank Fryjewicz	John Shaw Stevenson
William Henry Hoyt, Jr.*	Franklin Wells Widmann
Robert Kermit Hugler*	William Richard Williams
Quentin Lee Hulfish	George Francis Yeich
Herbert Walter Hyde	Herman Zitman

*Members of National Honor Society

THOSE RECEIVING CERTIFICATES

The following boys, unless otherwise designated, completed one year of Post High School work in 1938, and were granted certified statements indicating the ground covered in each individual case:

January 1938

William J. Askins	Lewis B. Martin
James B. Cheyney	Griffith Pritchard
Alfred Enoch	William O. Stevenson
Thomas S. Jamieson	William H. Vockroth
Matthew H. Mahoney	

June 1938

Leonard U. Blumberg
Samuel B. Johnson
William King
Edward Klank
Robert S. Moore

Ray A. Shaffer
Paul H. Unger
William A. Pierson
Anthony D. Volk

The following boys completed the Intermediate High School course in 1938 and were granted certificates:

January 1938

Robert J. Albright
Gideon W. Coligan
Robert R. Freiwald
Roy A. Hommer
Bartholomew Malone
Pasquale J. Roderiguez
Robert C. Shiner
Samie Tropa

June 1938

Charles B. Allen
Edwin N. Bowker
Harry A. Buckman
John T. Callaghan
Leonard J. Daniel
Willard D. Davis
Harry F. Dever
Joseph Gamble
William Goldstein
Robert Hoffman
Angelo Marino
William F. McCann
Francis McCloskey
Thomas F. McKeone
Pasquale D. Nardone
Joseph F. Obermeier
Robert L. Rheinhardt
Albert R. Spiece
Edwin D. Stewart
John E. Waldron

APPENDIX S

DISTRIBUTION OF ALUMNI BY PENNSYLVANIA COUNTIES

<i>County</i>	<i>Number</i>	<i>County</i>	<i>Number</i>
Adams	0	Lancaster	58
Allegheny	60	Lawrence	2
Armstrong	1	Lebanon	14
Beaver	4	Lehigh	68
Bedford	3	Luzerne	127
Berks	112	Lycoming	36
Blair	35	McKean	5
Bradford	4	Mercer	5
Bucks	74	Mifflin	13
Butler	2	Monroe	15
Cambria	21	Montgomery	278
Cameron	1	Montour	0
Carbon	10	Northampton	49
Center	20	Northumberland	34
Chester	82	Perry	2
Clarion	0	Philadelphia	2863
Clearfield	16	Pike	1
Clinton	12	Potter	1
Columbia	19	Schuylkill	69
Crawford	2	Snyder	2
Cumberland	10	Somerset	2
Dauphin	54	Sullivan	0
Delaware	424	Susquehanna	0
Elk	5	Tioga	2
Erie	2	Union	8
Fayette	2	Venango	1
Forest	0	Warren	2
Franklin	6	Washington	3
Fulton	0	Wayne	2
Greene	0	Westmoreland	9
Huntingdon	17	Wyoming	9
Indiana	9	York	17
Jefferson	6		
Juniata	1	Total	4802
Lackawanna	91		

APPENDIX T

DISTRIBUTION OF ALUMNI IN THE UNITED STATES

<i>State</i>	<i>Number</i>	<i>State</i>	<i>Number</i>
Alabama	2	Nevada	1
Arizona	1	New Hampshire	2
California	30	New Jersey	497
Colorado	2	New York	176
Connecticut	13	North Carolina	2
Delaware	24	Oklahoma	2
Florida	6	Ohio	33
Georgia	3	Oregon	3
Illinois	15	Pennsylvania	4802
Indiana	2	Rhode Island	5
Iowa	3	South Carolina	4
Kansas	2	Tennessee	2
Kentucky	1	Texas	5
Louisiana	1	Vermont	2
Maine	4	Virginia	15
Maryland	26	Washington	9
Massachusetts	10	Washington, D. C.	30
Michigan	10	Wisconsin	7
Minnesota	1	West Virginia	8
Missouri	5		
Montana	1		
		Total	5767